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My Pedagogical Creed.

By W. T. Harris.

U. S. Commissioner of Education.

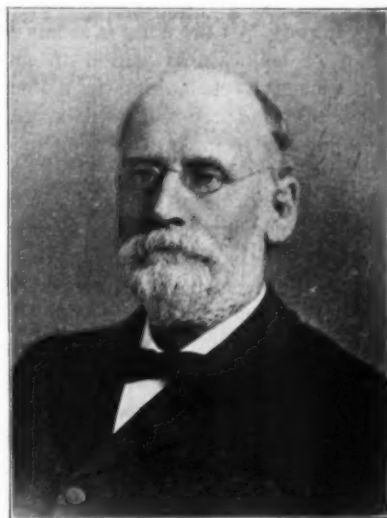


HAVING been asked to write a brief statement of my educational creed, I set down what I consider to be important principles, without however taking the pains to arrange them in any systematic order. Many years ago on being asked for a definition of education, I described it as the process by which the individual is elevated into the species, and explained this brief and technical definition by saying that education gives the individual the wisdom derived from the experience of the race. It teaches him how his species, that is to say mankind in general, have learned what nature is and what are its processes and laws, and by what means nature may be made useful to man. This lesson of experience is the conquest of nature.

The second and more important lesson is, however, derived from the experience of human nature—the manners and customs of men, the motives which govern human action and especially the evolution or development of human institutions, that is to say, the combinations of individuals into social wholes. By these combinations the individual man is enabled to exist in two forms. First, there is his personal might, and second, there is the re-inforcement which comes to him as an individual through the social unit, the family, civil society, the State, the Church. The individuals endow the social unit in which they live with their own strength, and hence the strength of the whole institution is far greater than that of any individual. In fact, the combined strength is greater than the aggregate of the individual strengths which compose it. Ten Robinson Crusoes acting in conjunction are equal not only to ten individual Crusoes, but to ten times ten.

It follows from this view of education (as a means of fitting man, the individual, to avail himself of the knowledge of his species or race obtained through two kinds of experience) that I must set a very high value on the accumulated wisdom of the race. I must think that the man as an uneducated individual is infinitely below man as an educated individual. I must think, too, that a system which proposed to let the individual work out his education entirely by himself—Kaspar Hauser style—is the greatest possible mistake. Rous-

seau's doctrine of a return to nature must also seem to me the greatest heresy in educational doctrine. But with this educational principle so far as stated above, one does not have any protection against a wrong tendency in method which may be justified on the ground that the contribution of the social whole is the essential thing, and the contribution of the individual the unessential thing. Keeping in view that essential thing, educational method is prone to neglect too much the individual peculiarities, and above all to undervalue the self-activity of the pupil in gaining knowledge. It does not consult the likes and dislikes of the pupil, and cares little or nothing for his interest in his studies. It is content if it secures the substantial thing, namely that the individual should learn the wisdom of the race and the lesson of subordinating



DR. WILLIAM T. HARRIS.

himself to the manners and customs of his fellow men. It is content if it makes him obedient. He must obey not only the laws of the state but the conventional rules of etiquette. Above all he must obey his parents, his teacher, and his elders. This requirement of obedience carried out to the extent demanded in China, and to a less degree in monarchical countries of Europe and in this country until very recently, is based on a too exclusive contemplation of the social ideal as the chief object of education, and I hasten to add the statements needed to correct its incompleteness.

DEVELOPMENT ACCORDING TO SELF-ACTIVITY.

II. All education is based on the principle of self-activity. The individual to be educated has the potentiality of perfection in various degrees and can attain this by his self-activity. A material body or a mechanical aggregate of any kind can be modeled or formed or modified externally into some desirable shape. But this

external molding is not education. Education implies as an essential condition the activity of a self. It follows from this that while the end of education must be the elevation of the individual into the species, that this can only happen through the self-activity of the individual.

I saw this principle clearly before I saw the entire principle to which it is a part, namely the relation of the individual to society. I can readily sympathize with scores of my friends and companions in education who see this principle of self-activity, but have not yet arrived at the insight into that function of self-activity of the individual which is to so act that it may reinforce itself by the self-activity of institutions or social wholes.

Following this necessity of the individual I believe that the greatest care should be taken not to arrest the development according to self-activity. Any harsh, mechanical training will tend to arrest development of the child. There is for human beings as contrasted with lower animals a long period of helpless infancy. This long period is required for the development of man's adaptations to the spiritual environment implied in the habits, modes of behavior, and the arts of the social community into which man is born. Professor John Fiske has shown the importance of this fact to the theory of evolution as applied to man. It is the most important contribution which that doctrine has made to pedagogy. If the child is at any epoch of his long period of helplessness inured to any habit or fixed form of activity belonging to a lower stage of development the tendency will be to arrest growth at that standpoint and to make it difficult or next to impossible to continue the growth of the child into higher and more civilized forms of soul-activity. Any over-cultivation of sense perception in tender years, any severe and long continued stress upon the exercises of the memory will prevent the rise of the soul into spiritual insight. I therefore distrust many of the devices invented by teachers of great will-power to secure thoroughness of learning the studies in the primary school.

THREE STAGES OF THINKING.

III. My doctrine of rational psychology holds that there are three stages of the development of the thinking power. The first stage is that of sense perception and its form of thinking conceives all objects as having independent being and as existing apart from all relation to other objects. It would set up an atomic theory of the universe if it were questioned closely.

The second stage of knowing is that which sees everything as depending upon the environment. Everything is relative and cannot exist apart from its relations to other things. The theory of the universe from this stage of thinking is pantheistic. There is one absolute unity of all things. It alone is independent and all the others are dependent. They are phenomenal and it is the absolute. Pantheism conceives the universe as one vast sea of being in which the particular waves lose their individuality after a brief manifestation.

The third stage of thinking arrives at the insight that true being is self-active or self-determined. It is therefore self-conscious being and is above intellect and will. Inasmuch as intellect is in its essential nature altruistic, or that which makes itself its own object and gives objective being to others, it follows that its views of the

world sees the necessity of presupposing a divine reason as the absolute which creates in order that it may share its being with others in its own image.

According to my thinking the most important end of education is to take the pupil safely through the world-theories of the first and second stages, namely, sense-perception and the relativity doctrine of pantheism up to the insight into the personal nature of the absolute. All parts and pieces of school education and all other education should have in view this development of the intellect.

INDIVIDUAL RESPONSIBILITY AND THE MORAL WILL.

IV. Corresponding to this elevation of the intellect up to the point where it sees true being to be self-active is the doctrine of the moral will which should be reached by the method of discipline adopted by the school. Intellectual insight is the highest result of the theoretical training, and a moral will is the highest result of the practical side of school education. The kindergarten work treats with the requisite degree of tenderness the early manifestations of will power in the child. It gradually develops in his mind the necessity of self-restraint for the sake of co-operation with his fellow pupils. He must inhibit or hold back his tendency to act without respect to the requirements of the work of the kindergarten. There develops in the child the power of self-control for rational ends.

The discipline of the elementary school builds up in a very powerful manner the sense of individual responsibility. Each child feels that he is responsible not only for what he does intentionally, but what he neglects to do in the way of performing school duties. This is the most powerful influence which a well-disciplined school exercises towards the production of character. The child subdues his likes and dislikes, adopts habits of regularity, punctuality, silence, and industry. His industry takes the form of two kinds of attention, first the critical attention to the work of the class and the criticisms of the teacher, and second to the mastery of his own set task by his unaided labor.

Every self-active being is a will in so far as it lifts itself out of the chain of causation, in which it finds itself in nature, and acts in such a way as to modify this chain of action in accordance with its inclinations or ideas. It can originate modifications in the chain of causality and thus become responsible for the series of effects which flow from his action. It becomes a moral will when it is conscious of this power of origination; it knows itself responsible. Immersed in mere feeling, in mere likes and dislikes, interests and antipathies, it is not a moral will, although it originates new causal series in the world. But it becomes conscious of its responsibilities when it observes in itself the power to inhibit or hold back the chain of causality in which it finds itself, and resist its inclinations and the force of its habits. It can absolutely refuse to act and this demonstrates its absolute freedom. Freedom does not mean the power to do everything, for that is omnipotence. It means the power to refuse to transmit external impulses and forces by lending them its efforts.

ADJUSTMENT OF INDIVIDUAL TO SOCIETY.

V. School education and all education is a delicate

matter of adjustment inasmuch as it deals with two factors, spontaneity and prescription. The latter tends to determine the whole individual by the requirements of the social whole. The former tends to make the child a bundle of caprice and arbitrariness by giving full course to his spontaneity or self-activity. The concrete rule of pedagogy is to keep in view both sides, and to encourage the child to self-activity only "in so far" as the same is rational, that is to say in so far as his self-activity enables him to reinforce himself with the self-activity of the social whole, or, to put it in another way, it enforces prescription upon the child only in so far as the same is healthful for the development of his self-activity. Every pedagogical method must therefore be looked at from two points of view, first its capacity to secure the development of rationality or of the true adjustment of the individual to the social whole, and secondly its capacity to strengthen the individuality of the pupil and avoid the danger of obliterating the personality of the child by securing blind obedience in place of intelligent co-operation, and by mechanical memorizing in place of rational insight.

I believe that the school does progress and will progress in this matter of adjusting these two sides. But I find and expect to find constantly on the road to progress new theories offered which are more or less neglectful of the delicate adjustment between these two factors of education.

PROGRESS TOWARDS FREEDOM.

VI. I believe that the school as it is and as it has been, is and has been a great instrumentality to lift all classes of people into a participation in civilized life. I believe that the world progresses and has progressed towards freedom. In this respect I think that every form of civilization that has prevailed in the world has some important light to throw upon the questions of pedagogy. On the whole our new and newest education is better able to help children whose souls are imprisoned in their bodies and who are dull and stupid. The education of to-day knows better than the education of yesterday how to arouse such children by the application of devices that stimulate their interests and self-activity. It knows, too, better how to hold back the child who is filled with selfishness and teach him to subordinate his self-seeking to the interest of the social whole. More than the child of Europe, Asia, or Africa, the American child is precocious in will power. In improperly conducted kindergartens one sees very often two or three bright children monopolize the attention not only of all the other small children but also of the teacher. Such child gardens remind us of kitchen gardens choked with weeds.

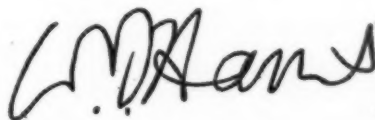
THE FIELD OF CHILD STUDY.

VII. Finally, a word in my creed regarding child-study. I have hoped and still hope from the child-study movement a thorough investigation of the question of arrested development. In view of what I have said above regarding the long period of helpless infancy and of the importance of keeping the child open to educative influences as long as possible, it becomes necessary to ascertain the effect of every sort of training or method of instruction upon the further

growth of the child. For instance, do methods of teaching arithmetic by the use of blocks, objects, and other illustrative material, advance the child or retard him in his ability to master the higher branches of mathematics. What effect upon the pupil's ability to understand motives and actions in history does great thoroughness in arithmetical instruction have; for instance, does it make any difference whether there is only one lesson in arithmetic a day or one each in written arithmetic and in mental arithmetic? Does a careful training in discriminating fine shades of color and in naming them, continued for twenty weeks to half a year in the primary school, permanently set the mind of the pupil towards the mischievous habit of observing tints of color to such an extent as to make the mind oblivious of differences in form or shape and especially inattentive to relations which arise from the interaction of one object upon another? Questions of this kind are endless in number and they relate directly to the formation of the course of study and the school program. They cannot be settled by rational or a priori psychology, but only by careful experimental study. In the settlement of these questions one would expect great assistance from the laboratories of physiological psychology.

Notwithstanding my firm faith in the efficiency of the school to help the child enter upon the fruits of civilization, I am possessed with the belief that to the school is due very much arrested development. Not very much success in this line can be expected, however, from those enthusiasts in child-study who do not as yet know the alphabet of rational psychology. Those who cannot discriminate the three kinds of thinking are not likely to recognize them in their study of children. Those who have no idea of arrested development will not be likely to undertake the careful and delicate observations which explain why certain children stop growing at various points in different studies and require patient and persevering effort on the part of the teacher to help them over their mental difficulties. The neglected child who lives the life of a street arab has become cunning and self helpful, but at the expense of growth in intellect and morals. Child study should take up his case and make a thorough inventory of his capacities and limitations and learn the processes by which these have developed. Child study in this way will furnish us more valuable information for the conduct of our schools than any other fields of investigation have yet done.

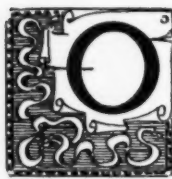
The U. S. Bureau of Education, Washington, D. C.



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The School and the Teacher in Art.

By M. S. Emery.



ONE summer afternoon, several years ago, I ventured to call on the poet Whittier, at his country house, and ask him to write his name in a volume of his own poems. Weary though he must have been of the appeals of autograph hunters, he responded with the most kindly courtesy. He even spent a few minutes looking over the volume in company with me. The frontispiece was a rather unattractive wood-cut illustrating "In School Days," and as he glanced at the picture it reminded him of something else.

"Stay a minute," said he. "I would like to show thee some school pictures I had sent me the other day." He unrolled a large sheet of silhouettes illustrating his own familiar verses, and waited with a twinkle in his eyes, for the visitor's verdict. They were spirited drawings with a touch of clever exaggeration in their drollery. There was the master dealing "raps official" on his desk with a heavy ruler. There were the leaping, flying figures of urchins "storm-

recall how teachers figure in general literature to see that the dignity of the profession has been slow of growth, and slower still in gaining popular recognition. The schoolmaster in "Goldsmith's Deserter Village" is perhaps the most picturesque figure of his kind in Goldsmith's time, but illustrators of the poem, if they touch at all on the school, usually make their point by showing us either a bit of clumsy frolic or a hint of dreary discipline. Irving's "Ichabod Crane" appeals so little to anything deeper in us than our sense of the ridiculous that nobody cares for him or his fate. We are quite willing that Darley and the other illustrators should use him as a text for delicate caricature.

We all know color prints of forty years ago representing school girls romping in the mistress's absence or playing hoydenish tricks upon her as she dozes awkwardly in her chair of state. Such pictures doubtless suggested many of the later fancies about schools of dogs, cats, and kittens, posed like human beings, but retaining their furry countenances;—works of art which always "make the unskilful laugh," and probably need not make the judicious grieve overmuch. They are not bad jokes except for their thinness. Yet on the whole none of these would-be jocose pictures seem to us to-day equal to the subject. We wonder

a little at the simplicity of a generation that could be satisfied with mere burlesque of school happenings. Realizing as we are now, more and more, the social importance of school instruction and training, the poetry and color of school life, the warm, human sympathy of school relations, we begin to ask,—where are the artists who can see the school-world truly and help other people to see its beauty and meaning?

A few artists have begun studying in this direction to good effect. We do not find that the English have done much for us. English artists are proverbially fond of drawing children. They have a marked predilection for well-groomed little aristocrats and picturesque little peasants and beggars; but they seldom work on any suggestion gathered from school life and associations. Possibly the National school has yet to



VILLAGE SCHOOL.—OHMICHEN.

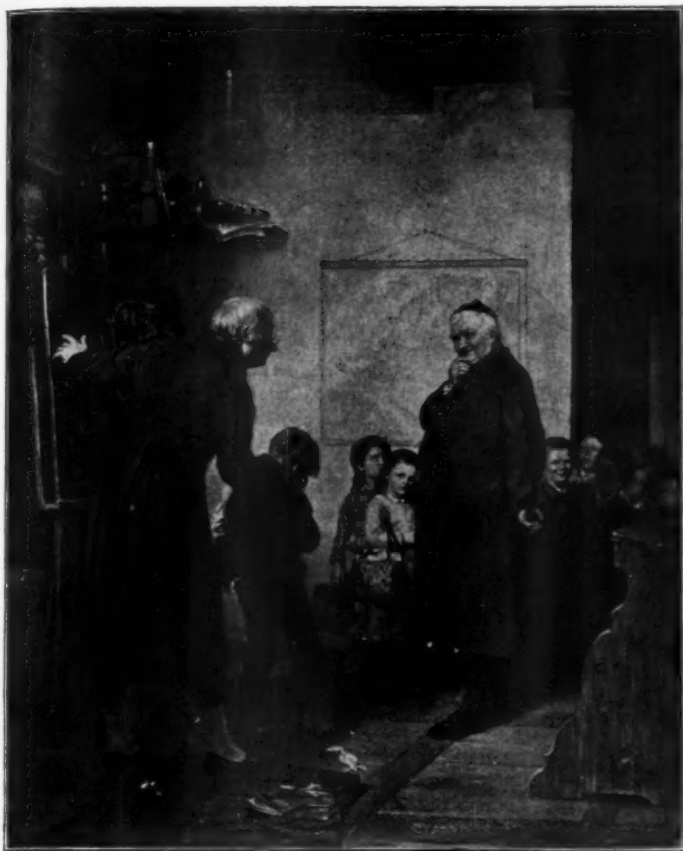
ing out to playing." There were the shy heroine and the awkward hero, dramatically portrayed at the climax of her halting confession. The illustrations served their purpose well if they gave to other people half the enjoyment that they gave to the dignified old poet himself, with his ready appreciation of a joke underneath the serene gravity of his daily habits.

But the ludicrous side of school life is the easiest for the outside observer to suggest in a sketch, and a thing that is too easy soon grows cheap. It does not take much of either humor or skill to portray the conventional "school-marm," as she appears in the so-called comic papers. She is almost always bony, bad-tempered and spectacled, and the children get the better of her in almost every contest of wits. The picture-paper school teacher is not a live personality; she is an abstraction, a conventional symbol of dogmatic and disagreeable spinsterhood, handed down from earlier generations through thoughtless tradition, and too easily tolerated in our own time.

It is not difficult to see how this burlesque presentation of the teacher took its rise. We have only to

earn a place in the hearts of such men as fill the British galleries. At present it is an almost unworked field.

In the land where Child Gardens first came into blossom, the artists have looked into the school, and, looking, found something worth showing to us all. The Germans, with their tender feeling for childhood and their cultivated appreciation of rosy cheeks and sturdy legs, have been among the first to study school children. Ohmichen's "Village School" is a good example of the German style of treating school life. It has enough literary suggestiveness to satisfy those who demand a story in every picture. (We all know the good girl who works out her examples without mistake, spells like a fair-haired dictionary, and never scuffles her feet or drops her books. She grows in the Fatherland as well as under the stars and stripes.) But the implied story is by no means all there is in this picture. At the same time the picture shows rare feeling for the pathetic beauty of childhood. The ponderous dignity of the examiners' table, the clumsiness of the benches, and the heavy plainness of the room as a whole, make the children by contrast seem like



AN ARTIST IN TROUBLE.—STIEHLER.

flowers in bloom. We have all felt more or less consciously this appealing fragility in children's figures and faces. The plumpest and rosiest, the grimmest, and the most impish have with all their life and vigor a suggestion of delicacy and perishableness. The very robustness of childhood is to adult muscle what the crisp, juicy, brittle stalk of an early spring flower is to the woody stem of September's alder bushes.

Perhaps one does not often see a roomful of public school children in just this light. All the more reason have we to be grateful to the artist for helping us too see with his eyes. That is what artists are for.

There is a deal of kindly philosophy in Stiehler's picture of the young artist whose caricature of the teacher has been discovered by its indignant subject. The faces of the little people are admirably true to life as they wait with their varying dispositions and sympathies to see what may happen to the culprit; and the embarrassed grin of the portly visitor, who enjoys the caricature yet feels bound to uphold proper discipline, is something delicious in its way. The men are so big, so strong, so easily capable of self protection,—the children; even the naughtiest of them, so little and winsome! It is impossible to believe that the bad boy ever really received the thrashing which so dark a deed as his demanded.

Defregger has a special fondness for figures of women and children. If he has painted pictures of school-room life they are not well known in this country; but he has certainly painted the central idea of school life, the mind development of the little child, through exercise under a teacher's guidance.

The child reaching out after the idea and trying to grasp it through a symbol presented to the sense organs—it is a miracle of miracles that is going on inside that flaxen head; if we stop to think of it we are lost in wonder. Think what it means to *read*. You hold before your eyes a book,—a bundle of white papers on which certain conventional black marks have been printed. The light reflected from the parti-colored surface passes through the lens of your eye; it falls upon a certain nerve behind the lens. That is about all the physiologists can tell us if they try to tell the tale from a scientist's standpoint. But somehow, somehow, with the help of that mysterious night-messenger, you think over again what Shakespeare thought when he wrote *Hamlet* three hundred years ago!

The everlasting miracle of our most commonplace experiences!

Defregger doubtless had no intention of stating the stages of any psychological problem. He had in consciousness only the sweet human delight of seeing a child's mind grow with its body. But both alike are in the picture, the marvelous and the simple.

One sometimes hears French literature and art alluded to as if the first consisted wholly of over-ripe novels, and the last of scantily-draped ballet girls. But the fact is that France publishes annually a larger number of solid volumes on sociology and economics than of volumes of romance; and the fact also is that French artists are at the present time doing more than those of any other country to study and interpret the child world. Some one has said, in reply to the old sneer about the French having no word



FIRST LESSONS.—DEFREGGER.



SCHOOL INTERIOR.—GEOFFROY.

for "home," that they can afford to get along without it since they have the thing itself in ideal perfection. Certainly the pictures of child life which are being drawn and painted by French artists of the day show exquisite sympathy with childish experiences and exquisite sensibility to the beauty of the half-hinted figures and faces of our little men-and-women-in-bud.

See how the white-capped little maids in Geoffroy's dusky school-room light it up with their quaint costumes and fascinating faces. There is nothing so grave as the gravity of a child who looks out on the world with a serious baby gaze. The solemn mite in the corner of the picture, is one of the most charming examples of babyhood where

—"Immortality

Broods like the day, a master o'er a slave,
A presence which is not to be put by."

The "Reading Lesson," by the same artist, is full of Gallic appreciation of color. Even in a faulty reproduction one can feel something of the delicate flesh-tints in the cheek and throat of the girlish teacher,—colors evidently emphasized by the touch of color in the flowers at her elbow and in the urchins clustered around her knee. I do not know just how much of the charm of Geoffroy's children lies in their sensitive mouths, but there is something about them which makes the least pedagogical-minded woman long to apply for a school! No; it cannot be altogether in their wistful baby profiles, for the little man with his back to the spectator is quite as enticing as his school-fellows.

Geoffrey's children are of the land whose motto is liberty, equality, and fraternity. They are neither pampered millionaires nor cowering starvelings, but frank little Republicans, living and letting live. The variety of faces and characters in the picture of dismissal from a primary school suggests our own mixed congregations. There is a particularly happy touch in the satisfied air with which the owner of the ragged umbrella marches toward home. The man who drew that figure remembered how it felt to be little and

be entrusted,—Oh, happy responsibility,—with the paraphernalia of a grown-up traveler.

But perhaps the most attractive—certainly the best known—of this artist's studies of school life, is the interior so often seen in photographs and prints. A prominent American firm once issued a color-print of this village school, equipping the children with copy-books of American publication and readers familiar to our Yankee school boards. The boys, however, were not translated into English; they did not need it. They were so heartily human that they could be read without any dictionary.

The young teacher (evidently the same model as in the "Reading Lesson") looks a little weary. The

droop of her womanly head against the bare wall makes again a fine bit of form and color study. Perhaps that and the relief of the otherwise level grouping were all the artist tried for; perhaps down in his sub-consciousness he had a sense of the beauty of the teacher's unobtrusive devotion to the good of a restless score of Jeans and Henris. The never ceasing activity of children is admirably suggested in the picture, for all the decorum of the poses. If you compare the various figures you will see that no two are posed alike; though all are "in order" to an angelic degree, you can almost feel their boyish wriggling and squirming as they pore over their tasks. The picture is worth study equally for its feeling for human life and for its technical cleverness.

Here in our own country we seem to be at present almost too much absorbed in the construction and reconstruction of public school systems to look at teacher, child, or school from the artistic standpoint.

After our matter-of-fact Yankee fashion, we are making a beginning in our artistic study of the school with the help of photography. Mr Clifton Johnson whose interest in simple wholesome country life makes him see much where most people see little, is directing



THE READING LESSON.—GEOFFROY.



IT IS RAINING.—GEOFFROY.

thought schoolwards through his illustrated volumes on "The Country School" and other homely subjects. His photographs leave a great deal to be desired in their composition and they suffer many losses in the course of half-tone production; but with all their shortcomings they ought to be gratefully accepted as a forerunner of truly artistic study and treatment of their theme.

Mr. Frank Merrill, whose drawings are so familiar to all readers of the "Youth's Companion," has made some interesting attempts at depicting American school-life. His "dame-school" in colonial times shows, however, perhaps more thought for furniture and costume than for child nature, though this is really the center of the problem, for the artist as well as the educator. It is not a new thing to draw pretty children. It is a new and may be a wonderfully "worth-while" thing to show, through the magic of form and color, how the pulses of a child's spiritual life stir and leap as he wakes to the call of the great world around him.

We have made a beginning in the poetic expression of such things. Sarah Orne Jewett's description of the country school in her story called "A Native of Winby" is a delightful word-picture,—perhaps the most delicately appreciative sketch of the average country school that has appeared in print. It is the sketch of a "litterateur," not of a painter, but it is a feeling-out in the right direction. This simple account of the visit of a successful statesman, after long years of absence, to the quiet country town where he had once upon a time been a schoolboy, touches the very heart of school life. The great man makes a speech to the boys and girls, as they sit at the rough, whittled benches he remembers so well:—

"The Honorable Mr.

Laneway had rarely felt himself so moved in any of his public speeches, but he was obliged to notice that for once he could not hold his audience. The primer class especially had begun to flag in attention; but one or two faces among the older scholars fairly shone with vital sympathy and a lovely prescience of their future. Their eyes met his as if they struck a flash of light. There was a sturdy boy who half rose in his place unconsciously, the color coming and going in his cheek. Something in Mr. Laneway's words lit the altar name in his reverent heart."

Has any artist ever tried to tell in the language of form and color how such an experience comes to a boy or girl in the early "teens"? when will some man, great enough to reverence his subject, attempt the task?

Mr. Abbott Thayer in his portraits of young girls has shown that he possesses just the sort of insight an artist needs here. He has, besides, a master hand, and can make his brushes show to other men of duller sight the beautiful, hazy dream in which one walks at fifteen. De Blaas in the familiar picture of "Punch and Judy at the Convent" gives us a charming study of various types of girls about this age. But we need more such art. We have treasured up on the world's canvasses the trace of almost every other great emotion which moves the soul and transforms the veiling flesh. We have seen love, hate, terror, and remorse;—sodden worldliness and devout aspiration, all mirrored in the forms of men and women in famous pictures. Yet, quite as wonderful as these experiences are the first reachings-out of the half-grown boy and girl into newly discovered worlds of thought and work with young, unreckoning self-devotion. A larger appreciation of these underlying realities will give honest vitality to studies of form and color and action in young figures and faces. Then we shall have a field



VILLAGE SCHOOL.—GEOFFROY.



DAME SCHOOL.—MERRILL

of art to make the heart glad in those who themselves remember what it was to be children and to wake up into larger life.

An English School 30 Years Ago.

By Ralph Jay.

It was a private country school of about seventy pupils. England, at that time, had no national school system. The school-house was a one-story building, large enough to accommodate about one hundred children. The walls were whitewashed. Three maps hung near the ceiling; they must have been placed there for ornament, for never were they used to locate ocean, or river, mountain, or city. The seats were wooden benches without backs. The long desks in front were chipped by the jack-knives of many generations. At the end of the room was a large fire-place. By its side sat the "dominie," a Scotchman about fifty years of age. He was of medium height, with full beard, light blue eyes, and a bare, shining head, with a fringe of gray hair around its base. He smoked almost constantly a clay pipe.

What a strange world it was to my nine-year-old eyes! "Well, and what's *your* name?" asked Dominie McDonald.

"Katherine Howard, sir."

"And so you've come to school, Katherine. Well, let me hear you read."

He opened the book, and with fear and trembling I began.

"Oh, ho! that's very, very well. You can enter the first class."

The first class was called up.

"Katherine, you stand at the foot by me," said the blue-eyed dominie.

Soon the reading is over and we spell. There are about fifteen in the class; three or four

are farmer lads, taller than "the maister." Rhubarb is the word that is to be spelled. Two, three, five, miss.

"Oh, if it would only come to me! I *know* that I can spell rhubarb."

"Well, Katherine," as the blue eyes look down on me, "can *you* tell these big boys and girls how to spell 'rhubarb'?"

Eagerly I begin: "r-h-u rhu b-a-r-b barb, rhubarb."

"Well done, Katherine! Go to the head of the class."

I keep my place until Friday. On that day we omit the regular exercises and recite the Ten Commandments, the multiplication table, and all tables of weights and measures. Then came the order, "Take your seats!" We hurry to our benches.

"Open your Bibles." (The reading books for the most advanced class were the

Bible in the forenoon and English history in the afternoon.) "Exodus, chap. 5, vaise 10," says the dominie. The Bible leaves fly, for the one who can first find the place, and read the verse will stand at the head of the class. "First Samewell, chap. 4, vaise 7," again calls the teacher, and so on, until each pupil in the first class has found and read a verse. Occasionally it would seem as though every book mentioned had been left out of one's Bible. One day I had such an experience. At last the "maister" lost his patience and, rushing toward me with his leather belt, about sixteen inches in length, and one-fourth of an inch in thickness, gave me two or three sharp cuts across the shoulders, saying, angrily, "What's the matter with you?" Child as I was I felt keenly the injustice of the punishment. But the Scotch dominie's temper frequently cropped out, and woe betide the unlucky offender. Only a few days before this occurrence, Jack Bairdie, a big boy fifteen or sixteen years of age, stood by the "maister's" side as he sat on his stool by the open fire, smoking his pipe. Jack



DEPENDING ON HIS NEIGHBOR.—GEOFFROY.

did something which aroused his wrath. He seized the leather strap. Jack fled to his seat. The dominie followed and, in his anger, bit his pipe stem in two. The bowl of the pipe fell to the ground, leaving only a bit of the stem between his teeth.

As most of the children lived two or three miles from the school-house, they all carried their dinners. After hastily disposing of these, we spent the rest of the hour in such games as gray fox, fox and geese, baseball, etc. And though we did not learn much, the long walks and hearty games made the most delicate strong and healthy.

But when I compare the teaching with that which prevails at the present day, I mourn to think that I lived so early. Our books also were inferior, as well as our teachers. The only geography used in the school was a small, brown book, about six inches by four. It contained no maps, and we learned our lessons by rote. Indeed, the only geographical fact that I ever remembered after leaving that school was that there were four islands on the coast of France named "Jersey, Guernsey, Alderney, and Sark." Many of us left that seat of learning without knowing the shape of the earth. Our lessons in grammar were equally deficient. If one of us had been asked for a definition of a verb or a noun outside the tiny leaflet, used as a grammar, we would have experienced difficulty in giving it. A blackboard had never been heard of, and would have been as great a curiosity as a white elephant.

Questions by the pupils were considered an impertinence. In fact, we stood in too much dread of the teacher to ask for causes. Besides, it was against his theories to impart principles. When we studied arithmetic our only aim was to find the correct answer as given in the book. I "went through" the arithmetic, fractions, decimal and "vulgar," percentage, cube root, etc., then worked over all the examples, and wrote them down in a copy-book, without understanding a single principle. The music scale would have been to us as great an enigma as the binomial theorem. Drawing was an unheard of accomplishment. Examinations were unknown. Yet, the "dominie" was considered a good teacher, and the parents of the children gladly paid \$1.12 or \$2.00 per quarter, according to the age of the pupil.

At the end of each term of three months we had a vacation of one or two weeks, and at Christmas we "barred the maister oot." That meant that a few days before Christmas the scholars would agree to meet perhaps an hour before school time. Then windows and door were barricaded with benches, until entrance was impossible. At 9 o'clock the dominie would appear, looking very much astonished, and with great dignity and seeming wrath demand that the door be opened at once. The spokesman, chosen for the occasion, would boldly reply that the door would not be opened until he promised a two weeks' vacation. After several minutes' parleying, and a mock attempt by the "maister" to force an entrance, the two weeks would be granted. Then, with cheers, the barricades were torn down and the scholars, feeling very proud of their victory, started for home.

The Taking of District No. 2.

By Adelaide L. Rouse.

(Concluded from last week.)

Several large boys and girls were appointed as an art committee, and the proceedings went on one evening after school.

A committee on invitations had prepared cards which stated to the recipient:

"Your presence is requested at an art reception at the school-house."

Nobody in the district knew what an art reception was; but that is the very reason they went; almost to a man—and woman.

They wouldn't have known the school-room if they had not seen their own children there, for a most complete transformation had been wrought. Aunt Ellen's pictures occupied the places of honor, and tastefully arranged on the walls were the pictures which had come from the attic. Behind the desk were a row of New England writers, Holmes, Longfellow, Whittier, and Emerson, all in one frame, which was nothing but a narrow band of oak. A facsimile of the Declaration of Independence had "Old Glory" draped over it. There was a portrait of Lincoln, that face which stands for eternal patience. There were twenty or so pictures cut from "Sun and Shade," the "Art Magazine," etc. Miss Vane could not frame these, but they were tacked to the walls in artistic groups, as artists put their sketches in their studios.

And that was not all; there were plaster casts; not of lambs and birds, but copies of old Greek subjects. These were picked up for "a song" in the city. Among these were the "Winged Victory of Samothrace," bits of Parthenon frieze, and casts of the "Singing Boys and Girls" of Lucca della Robbia. Effective bits of pottery stood here and there, and if they were almost trifling in value the effect was none the less good.

In the midst of all this was the new teacher, wearing a becoming gown, and interspersing the singing and recitations with bits of talk upon arts and artists. She talked as if she supposed that "grown-up" people in her audience knew all these things, and they were flattered and interested.

The sum of the whole matter was, that the district was taken by storm. A fund was started, and a few good pictures purchased. The glaring white walls were painted a neutral tint, and, so far as I know, the calico cat and tea chromos are still in the closet off the hall.

Miss Serena left at the close of the school year, engaged to return at a rise of salary. The people and the teacher are in touch, and the school is their common interest.

As the train which bore her away steamed past the outskirts of the town, Mrs. Stearns said to Mrs. Davis, over the fence:

"Well, I'm glad it is settled that the teacher is coming back. For my part, when the children first came home talking about Parthenons and Phidias, and them old Greeks, I thought it was arrant nonsense, and I said what we were paying for was 'rithmetic and spelling, and no Parthenons. But justice is justice, and I must say that my children never studied so well as they do now."

"Nor mine. And I am sure they behave better since they've talked about pictures and statos than when they talked about their neighbors. My Ettie, she says she feels different, some way, a-settin' there among them casts and things. She feels to fix her hair neatly, and set straight. And Tommy, who used to hate water 'most as bad as poison, is as careful of his hands and nails as the minister himself."

"And the school-house is a nice place to go to. I enjoy the receptions and exhibitions; I like to drop in when nothing extra is going on. I sort of feel as if it belongs to us all."

"So do I," said Mrs. Davis. "I believe Miss Serena has bewitched us."

National and International Teachers' Conventions.

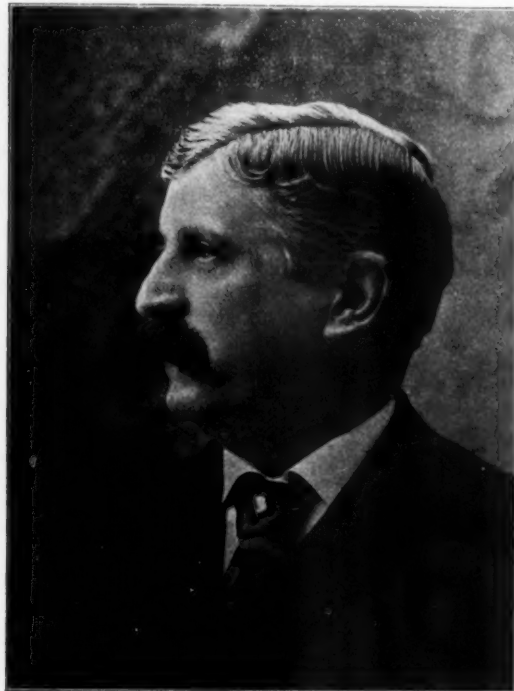
Meeting of the National Educational Associations,
at Milwaukee, July 6-9.

International Meeting of the American Institute of Instruction,
at Montreal, July 9-12.

The Influence of the N. E. A. upon Legislation.

By State Supt. Charles R. Skinner, of New York,
President National Educational Association.

Individual effort has its compensations, but power for usefulness is greatly increased by association. This



STATE SUPT. CHARLES R. SKINNER, New York.
President of the National Educational Association.

is especially true of associations of individuals interested in educational movements. A powerful educator may broaden and enlarge his influence to a wonderful degree by associating with others interested in the same objects, to whom he may communicate his own views, and with whom he may discuss questions at issue, the result of which shall bring conviction and lead to concerted and effective action.

We have in this country no national system of education. Whatever there may be of uniformity in educational theories or methods has been brought about by interchange of ideas, unanimity of action, and a harmonious working out of plans and suggestions, made by educational workers in the various states who are fortunate in being favorably "correlated" with the lawmaking powers. The National Educational Association is an educational congress, the largest and most important body of its kind in the world. It is true, it has no power to enforce its recommendations, but it encourages that free discussion and extended investigations which inspire to action, arouse public sentiment, and stimulate salutary legislation.

The declared object of the National Association is "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education." This is a broad platform of principles upon which many notable reforms have been built, under whose inspiration the future will surely witness important advances in education.

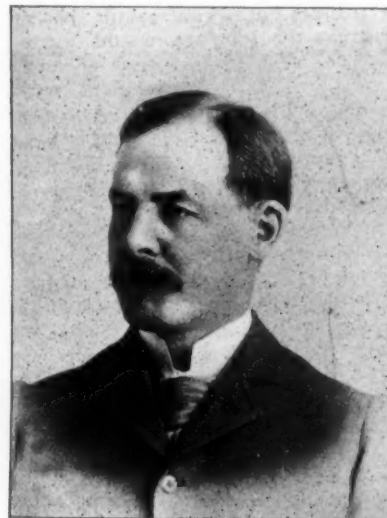
The addresses and discussions at the meetings of the

association have for many years aroused widespread interest in educational circles; they have covered a wide range of vital topics, have crystallized opinion, concentrated effort, and this interest has found expression in the enactment of wise laws in many states which are advancing the general cause of education.

The important reports of the Committee of Ten and Fifteen have brought about the undertaking of much favorable legislation throughout the Union, and the forthcoming report of the Committee of Twelve on the "Rural School Problem," to be presented to the N. E. A. next month, at Milwaukee, will arouse widespread interest and discussion, will lead to close investigation of the condition and needs of rural schools, and in due time helpful legislation will relieve many states now considering this problem.

The "round table" conferences of state superintendents have stimulated legislation in a number of states. For many years there have been extended discussions in the various departments of the N. E. A., and in the association itself, on the subject of comity between the educational authorities of various states in the recognition and endorsement of high-grade, professional, certificates and normal school diplomas. Legislation along this line has been secured in several states. Sentiment in its favor is slowly, but steadily, gaining ground. At the Indianapolis meeting of the department of superintendence there was an earnest discussion of Mr. Lang's plan to secure uniformity of action among state school authorities looking to a general agreement upon a uniform standard of the professional qualification of teachers. A special committee has been appointed to consider this subject, to report at Chattanooga next February. Is not a "national, professional certificate," properly guarded, honestly won, good in any state in the Union, a "consummation devoutly to be wished"?

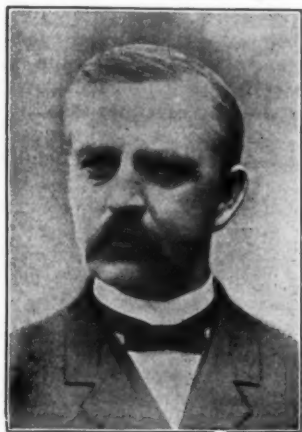
Familiar illustrations are found in the experience of New York state. The discussions for many years in the council of superintendents, together with the zeal of those most active in the movement led to legislative action, which placed upon the statute books of this



SUPT. NEWTON C. DOUGHERTY, Peoria, Ill.
First Vice-President, N. E. A., 1896-97,—President 1898-99.

state one of the most important educational laws ever enacted; a provision which definitely fixes the minimum requirements of all teachers in the primary and grammar grades of all the cities and villages of the

state. In this state, also, the Association of School Commissioners has made itself a recognized force in recommending and securing such legislation as has materially advanced the interests of our rural schools. It is as vigilant in opposing unfavorable legislation as in aiding that which is favorable. Even now this body is considering proposed measures to require school commissioners to possess certain fixed qualifications for the office.



PRESIDENT IRWIN SHEPARD, State Normal School, Winona, Minn.
Secretary of the N. E. A.

The National Association has a larger field—the whole country—and more and more will those who are inspired at its meetings take courage to make practical use of the suggestions which are so plentiful, by aiding in the enactment of laws to carry those suggestions into effect.

International Educational Association.

By James L. Hughes, Inspector of Schools, Toronto, Ontario.

"The desire for unity is the basis of all genuine human development and cultivation." These words of Froebel express a great truth. The complete revelation of this truth as the central motive of human action is man's greatest duty. The nineteenth century has done more to enforce this principle than all preceding ages. The race has risen gradually through periods of hatred, war, jealousy, rivalry, and indifference to the beginning of an era of brotherhood. Ours in pre-eminently the epoch of unity. The Anglo-Saxon race has been dominated by the principle of co-operation. The ideal of unity is only now unfolding itself in the universal consciousness, but it has been the supreme element in the development of the leading race of the world. Even its internal dissensions and divisions have been agencies in defining clearer, stronger individuality in its component parts as the only basis for a true unity. In our own time several independent German states have been consolidated into one empire; in Australia and Canada separated provinces have been unified. At the present time a great movement is in progress for bringing the British Motherland and her colonies into an imperial unity. When this unity has been accomplished there will be but a single step to take in the complete co-ordination of the Anglo-Saxon race. The British Imperial Federation will be bound to the United States by the strongest tie that can ever bind individual men or nations, the broadening conception of unity and of responsibility for the co-operation of enlarging individuality in men or nations for the purpose of accomplishing the perfect evolution of humanity.

In every department of human work the dominant ideal is unity. Sections of sects have united, the great orthodox religious bodies are co-operating, and there

are many manifest evidences of a tendency to closer unity. Even orthodoxy and unorthodoxy have begun to love each other, and love is the divine element in unity. The marvelous growth of trades' unionism in all forms is but a manifestation of the supremacy of the dominant principle of our epoch. The thousand organizations, fraternal, social, industrial, charitable, humane, and altruistic that have been founded by the last two generations prove that Christ's great revelation of a perfect community resulting from fully-developed individuality is the strongest element in modern civilization.

Teachers have done their part in the accomplishment of the divine ideal of unity. Teachers should always lead the race in its upward growth, not in thoughts only, but in deeds. We make our mark on our age, and establish our record in history by our actions, by the completeness of our success in transforming great truths into great institutions.

Teachers were among the first to form associations for high purposes. Teachers' associations have progressively advanced in scope and aim from village, town, township, city, county, and state or provincial associations to national associations. Has not the time arrived when the next natural step should be taken by the establishment of international educational associations? Should not we who aim to give humanity power for better effort, guide the race by the institutions we help to establish?

American educators have a glorious opportunity. We are free from many of the restrictive conventionalities of Europe, and we can more easily transform thought into fact. Let us make the National Educational Association international. Let us be the leaders in the co-ordination of the nations. International arbitration is but a step toward international unity. International conferences, international leagues, international endeavor associations, and international science asso-



JAMES L. HUGHES,
Inspector of Public Schools, Toronto, Ontario.

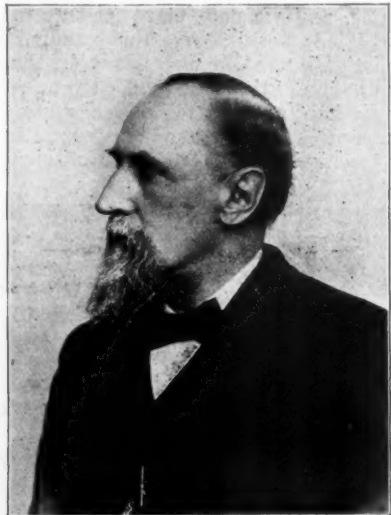
ciations have been formed; it is time we had an international educational association. The jubilee year would be an appropriate time for the accomplishment of so high a purpose as the unity of the educators of a continent.

The Committee of Twelve on Rural Schools.

By State Supt. Henry Sabin, Iowa, Chairman of the Committee of Twelve on Rural Education.

Since 1892 the National Educational Association has appointed three committees to investigate special lines of work in separate departments of the school system. The Committee of Ten, with Pres. Eliot as its chairman, submitted a valuable report in 1893 upon Secondary School Studies. Two years later the Committee of Fifteen, with Supt. Maxwell, of Brooklyn, as chairman appointed by the Department of Superintendence, made an equally valuable report upon Elementary Education.

The Committee of Twelve on Rural Schools was appointed at the meeting of the Educational Council at Denver, in 1895, and has completed its work. Its report will be presented at the meeting of the Educational Council at Milwaukee. This committee has not attempted to exhaust the subject committed to its charge. Many points are involved concerning which there must be much discussion before we can arrive



STATE SUPT. HENRY SABIN, IOWA.
Chairman of the Committee of Twelve on Rural Schools.

at any just and reasonable conclusions. This report will serve an excellent purpose if as a result of its publication the attention of the public is called to the condition of the rural schools throughout the country.

The report upon the rural school problem made by the committee on state systems to the National Educational Council at Denver in July, 1895, was the first actual attempt by that body to discuss the needs of the schools in the country districts. That report followed the lines of revenues and their distribution, organization, and supply of teachers. The Committee of Twelve adopted nearly the same, but under the heads of school maintenance, supervision, supply of teachers, and instruction in discipline.

Times have greatly changed since the common school was established. Almost an entirely new race of inhabitants has come upon the stage of action. The environments and customs of the people have

changed with every passing year, so that the close of the nineteenth century finds but little remaining of that which characterized its beginning. To adapt the common school system to this new order of affairs, especially in the rural districts, is not going to prove an easy task, nor can it be accomplished in a day or a year.

It is evident that the old district organization has outlived its usefulness, but there are large sections of the country not yet ready to discard it. The work of educating the people in the matter of centralizing school administration, so as to lessen the number of school officers, and at the same time increase the efficiency of the system will proceed slowly. So also in raising and distributing revenues for school purposes there is need of such changes as will equalize the burdens of taxation and afford all the children of the state as good facilities as possible for obtaining an education. The strong and wealthy must contribute to the maintenance of schools in the less wealthy portions of the territory, and at the same time these poorer districts must be induced to help themselves as far as their circumstances will allow. The plan of carrying the children at public expense to a central point, for school purposes, which is successfully carried out in some of the older states, must gradually commend itself as economical, and as having a tendency to increase the efficiency of the system by breaking up the monotony and isolation which has such a deadening effect upon the rural school.

The need of more intelligent supervision is generally granted, as indispensable to the improvement of both the school and the teacher in the country districts. The schools in the country do not obtain their proportionate share of thoroughly prepared, and well trained teachers. Some means must be devised by which teachers may be prepared for the work demanded in the rural schools. Normal schools, with courses of one year or two years, should be multiplied in every part of the state for such a purpose.

The appendix of the report will give to the public some ideas of matter which ought to be included in the rural school curriculum. The school needs to be brought into closer touch with the life which environs it. The opportunities for school extension through the introduction of suitable reading, the establishment of libraries and lecture courses, have been very carefully considered. The committee has endeavored to treat the question in accordance with its importance. It has been too long neglected; over-shadowed as it were by other questions more fascinating, and having a more direct bearing upon educational philosophy.

It is impossible to devise a system of schools sufficiently broad to meet the wants of every section of a nation extending across an entire continent. There are, however, certain general, underlying principles upon which a system of national schools may be founded. If we are to remain one people, in spite of our diversified lineage, the common school must work to this end. The education of the people in everything which typifies an American citizen must come through the teaching and discipline given in the public school. The schools in the country districts, cannot be safely left out of the account. In methods of instruction, in subject matter, in environment, the country school of to-day differs vastly from that of fifty years ago, but it ought to be characterized by the same spirit, by the same desire to learn, and by the great value placed upon knowledge in the days of the fathers of the republic.

Des Moines, Iowa.

If you wish to have a copy of this souvenir number of THE SCHOOL JOURNAL mailed to a friend, send address and ten cents to E. L. Kellogg & Co., 61 East Ninth Street, New York.

Results of the Report of the Committee of Ten.

By Charles H. Thurber, University of Chicago.

When, at the call of the young emperor, a body of distinguished German school men met at Berlin, in 1890, we had not long to wait after the conclusion of their deliberations, for the appearance of a new program of studies for the higher schools, which embodied such results of the conference as the government cared to adopt, and in form that made them immediately effective in all the schools of the realm. We had only just had time to hear that the report of



CHARLES H. THURBER, University of Chicago.
President of the Department of Secondary Education, N. E. A.

the British Royal Commission on Secondary Education had appeared when we read of the new education bill, introduced into parliament as a result of this report. But in our land, four years after the appearance of the Report of the Committee on Secondary School Studies—The Committee of Ten—we are still asking ourselves, What was it all about? What are the results, if any? Where can we put our finger upon some definite, practical outcome? The answer to these queries presents many difficulties, largely because of the impossibility of determining how much of the progress that has actually taken place since the appearance of the report is due to its influence, and how much, on the other hand, is due to the *Zeitgeist*, which found one manifestation in the creation of the committee, and which might and doubtless would have produced many of the present results had there been no committee.

In this discussion, all that may be due to the report will be credited to the report; there will be no attempt to minimize the value of that notable and masterly document. The report is notable as representing the best educational statesmanship, shown in the organization and aims of the committee, and the spirit in which the report, as a whole, is conceived; notable, also, in the detailed suggestions as to the conduct of education and the inter-relations of its different fields; and it is especially helpful in the reports of the nine subcommittees, or conferences. To consider it even briefly in all these aspects is too ambitious an attempt for a paper such as this; only a few of the more salient points may be touched, and these in the style of the annalist, rather than of the essayist or philosopher.

The part of the report that has been of most direct, practical helpfulness to teachers is the reports of the conferences. They were the first, and remain the best

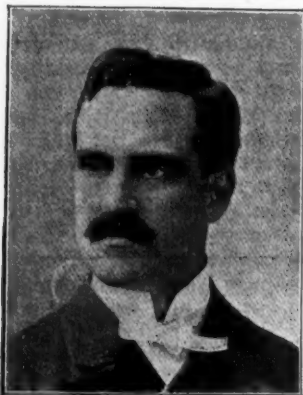
manual of pedagogy for high school and academy teachers. They have been discussed universally, read quite a good deal, and imitated to some extent. The pity is, that they have not been read universally, imitated more, and discussed less by people who have never read them. Indeed, the whole report has suffered the usual fate of good literature of any kind; it has been discussed more than it has been read, so that thousands of teachers have formed their opinions of it without ever reading more than selected portions. These conference reports have been studied in college and normal school classes, they have formed the basis for many teachers' meetings, they have carried light and help to many an earnest and aspiring teacher working in fields remote from educational centers, they have been the suggestion, if not the models, of various syllabi for teachers issued from our universities, they have contributed to that feeling of professional solidarity among teachers of history, of English, of science, of classics, which has been partly expressed in the great classical conference at Ann Arbor, in the introduction of round table conferences on these subjects into the program of the N. E. A., and in the attention given to pedagogical questions by some of our great learned societies; for example, the American Philological Association, the American Historical Association, the Modern Language Association of America. One of these conferences has, however, not had the influence to which it was entitled, the English conference. English teaching in secondary schools would be in a far more satisfactory condition to-day, and college entrance requirements in this subject would be more helpful and less burdensome to secondary schools if the report of the English conference had not been so completely overshadowed by the work of another commission that happened to possess the key to the school situation.

It will now be in order to refer to some of the more important details of the report of the committee as distinguished from the reports of the conferences. In its preliminary work the committee prepared a table of the subjects taught in forty representative secondary schools. "This table proved conclusively, first, that the total number of subjects taught in these secondary schools was nearly forty; secondly, that many of these



PRESIDENT CHARLES W. ELIOT, Harvard University.
Chairman of the Committee of Ten on Secondary Schools.

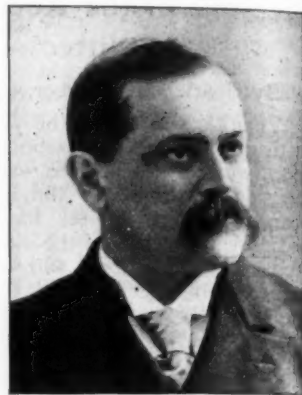
subjects were taught for such short periods that little training could be derived from them." (p. 4.) The report strongly deprecates "short courses," and urges that every subject that is taught at all shall be taught for a sufficient length of time, and in such a manner as to give it true educational value. This doctrine of the report is to-day widely accepted. Public senti-



J. C. MACKENZIE, Lawrenceville (N.J.) School.



JOHN TETLOW, Girls' High School, Boston.



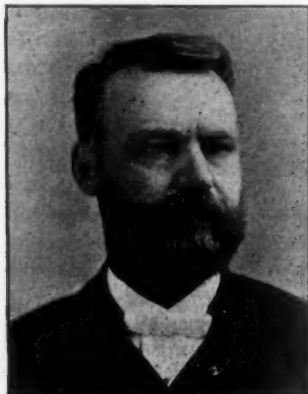
JAMES M. TAYLOR, Vassar College.

ment is all in its favor. It has come to be almost an axiom of curriculum-making. When it came to proposing programs, however, the committee was faithless to its own faith, in that it provided for a large number of subjects, to be taught only three periods a week, and for some two-period subjects. The country has been truer to the committee than the committee was to itself; it has refused, on the whole, and after sufficient inspection, to adopt these short-course programs. For a time, immediately following the appearance of the report, there was some tendency on the part of those who wished to be sure of being "advanced" to adopt programs similar to the "models;" but the reaction has only intensified the faith of the vast majority of those who have in their hands the making of programs for secondary schools in the doctrine of, "few subjects, many periods each," rather than "many subjects, few periods each;" in intensive, rather than extensive work. This does not imply at all the general acceptance of the doctrine of equivalence of educational values, against which President Baker protested in his minority report; the "short courses" are increasingly unpopular because they are believed to be neither informational nor disciplinary.

In another important matter the committee's faith was better than its works; and in this case, too, the faith has been accepted. I refer to the question of differentiation of at least three classes: those going to college, those going to a scientific school, and those preparing for neither. The committee prepared a series of questions to submit to the various conferences, one of which was this: "Should the subject be treated differently for pupils who are going to college, for those who are going to a scientific school, and for those who, presumably, are going to neither?" Every conference answered this question in the negative. This point is made especially emphatic in the report: "The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for colleges. . . . A secondary school program intended for national use must,

therefore, be made for those children whose education is not to be pursued beyond the secondary school. The preparation of a few pupils for college or scientific school should, in the ordinary secondary school, be the incidental, not the principal object. In order that any successful graduate of a good secondary school should be free to present himself at the gates of the college or scientific school of his choice, it is necessary that the colleges and scientific schools of the country should accept for admission to appropriate courses of their instruction the attainments of any youth who has passed creditably through a good secondary school course." (p. 51,52.) There are nearly two pages more of like import. This is one of the strongest and most helpful utterances in all the report. Wide acceptance has been granted it in theory, and some progress has been made toward putting it into practice. Yet, in framing its suggested programs, the committee took pains to lay out four district courses; they struggled with the questions of "differentiation" and "bifurcation," they found that "the wisest teacher, or the most observant parent can hardly predict with confidence a boy's gift for a subject which he has never touched." The committee here seems to be struggling with a task which it suspected to be hopeless. That suspicion has become well-nigh universal. It may be questioned whether, on the whole, the report would not have been stronger if table IV. had been omitted.

The few remaining points that space will permit us to mention at all must be treated all too cursorily. The committee emphasizes the demand of all the conferences, that the subjects of the secondary curriculum should be begun earlier; that is to say, in the grammar grades, and does this especially that the "new subjects," history and science, may have an equal chance with the old, long-accepted studies, language and mathematics. Yet, about the only subjects that have made any progress in getting into the grammar schools are algebra and Latin. In laying out its programs, the committee adopted twenty recitation periods a week as the standard, with the express understanding that



O. D. ROBINSON, High School, Albany.



HENRY C. KING, Oberlin (Ohio) College.



PRES. R. H. JESSIE, Univ. Missouri.

five of these periods should be given to unprepared recitations, periods during which teacher and class worked together. This admirable suggestion has been adopted by some good teachers; the plan gains adherents slowly, but it does seem to be growing in favor, as it should. One bold, clear-cut declaration of the report seems unquestionably to have carried the day: "As to the colleges, it is quite as much an enlargement of sympathies as an improvement of apparatus or of



PRES. JAMES B. ANGELL, of the University of Michigan.

teaching that they need. They ought to take more interest than they have heretofore done; not only in the secondary, but in the elementary schools. . . . They should take an active interest, through their presidents, professors, and other teachers, in improving the schools in their respective localities, and in contributing to the thorough discussion of all questions affecting the welfare of both the elementary and the secondary schools." The colleges are realizing and accepting their responsibilities to education at large in a truly remarkable way. The change in this respect amounts to a revolution; and it is quite safe to say that no people have profited more by the change than the college officers themselves. "Every reader of this report . . . will be satisfied that to carry out the improvements proposed, more highly trained teachers will be needed than are now ordinarily to be found for the service of the elementary and secondary schools." (p. 53.) True as this is, no doubt it has been used far too much as a scapegoat for all sorts of educational sins. It has furnished an excuse for secondary teachers to lay everything to the poor teaching in the grammar grades, and for colleges to justify all kinds of idiosyncrasies, on the ground that the teaching was so poor in the secondary schools; that they could not trust them to do anything. Almost any reform that the secondary schools might propose has been met by the statement that it was undoubtedly good from an ideal standpoint, but that it was impracticable with the present force of secondary teachers. The extreme tenuity of this plausible evasion of the issue has not escaped the notice of secondary teachers. It no longer deceives anybody. It is not nearly so true now as it was when the report was written, while it has come to have an exceedingly monotonous sound. Thanks to the work of the committee; the practice of beginning two foreign languages at the same time has fallen into general and well-deserved disrepute, while the use of laboratory note books and laboratory methods in all the sciences has been greatly increased.

In a larger aspect the Report on Secondary School Studies will always remain an epoch-marking document. It ends the period of vague generalities in our educational discussions, and begins the period of careful, definite studies. It began the work of focusing the public opinion of the educational public in this country; it gave an immense impetus to the professional feeling among teachers; it originated a meth-

od of studying present day problems in education, a method that has since been followed, essentially, in studies in several other fields; it laid the foundations for an inductive pedagogy.

In closing his minority report, Pres. Baker says (p. 59): "I have not presumed to offer a substitute report, because I believe that the importance of the work demands further effort of an entire committee." The report could never have been intended as in any sense final. At the meeting of the N. E. A. at Denver a joint committee of the department of higher education and the department of secondary education was appointed to consider the subject of college entrance requirements. It has already become the work of this committee to carry on the work begun by the Committee of Ten. This new Committee of Ten has worked for two years, without any appropriation from any source; and in spite of this serious handicap it has been able to prepare two preliminary reports of the greatest value. It has enlisted the cordial co-operation of all the various associations of colleges and preparatory schools, and of all the associations of scholars in special lines represented in secondary schools, of such bodies, for example, as The American Philological Association. This committee and its work are themselves the outgrowth



PRES. JAMES H. BAKER, University of Colorado.

of the Committee of Ten, and if this new committee is afforded an opportunity to complete its work in a fitting way it will be ready, just five years after the appearance of the original report, to present another document of the greatest significance and value to our secondary and higher education.

Committee of Ten on Secondary Education.

Charles W. Eliot, president of Harvard university, *chairman*. William T. Harris, U. S. commissioner of education; James B. Angell, president of University of Michigan; James M. Taylor, president of Vassar college; Richard H. Jesse, president of the University of Missouri; James H. Baker, president of University of Colorado; James C. Mackenzie, head-master of the Lawrenceville (N. J.) school; Henry C. King, professor in Oberlin (Ohio) college; John Tetlow, head-master of the Girls' high school, Boston; Oscar D. Robinson, principal of the high school, Albany, N. Y.

Committee of Fifteen on Elementary Education.

William H. Maxwell, Brooklyn, N. Y., *chairman*.

Sub-committee on the correlation of Studies in Elementary Education.—William T. Harris, Washington, D. C., *chairman*; C. B. Gilbert, Newark, N. J.; L. H. Jones, Cleveland, Ohio; James M. Greenwood, Kansas City, Mo.; W. H. Maxwell, Brooklyn, N. Y.

Sub-committee on the Training of Teachers.—Horace S. Tarbell, Providence, R. I., *chairman*; Oscar H. Cooper, Galveston, Texas; Edward Brooks, Philadelphia; Thos. M. Balliet, Springfield, Mass.; Newton C. Dougherty, Peoria, Ill.

Sub-committee on the Organization of City School Systems.—Andrew S. Draper, University of Illinois, *chairman*; Addison B. Poland, New York city; A. B. Powell, Washington, D. C.; Albert G. Lane, Chicago; Edwin P. Seaver, Boston.

The N. E. A. and the Training of Teachers.

By B. A. Hinsdale of the University of Michigan.

There is no country in the world where the provision of properly prepared teachers for the schools is so serious an undertaking as at is in the United States. Of the numerous causes that contribute to this end, two should be specified.



PROF. B. A. HINSDALE, University of Michigan.
President of the National Council of Education.

One is the enormous scale upon which education, and particularly public education, is carried on. The cost of our public schools, taking the country together, has already passed \$175,000,000 a year, and it will probably reach \$200,000,000 by the close of the century. In 1894-95 there were 396,327 teachers employed in the public schools. France in 1891-92 had 146,674; England and Wales in 1894 had 109,776 teachers; Prussia in 1891 had 71,731 teachers. Moreover the number of teachers required increases considerably every year. The number reported in 1892-93 was 338,010, in 1893-94 it was 388,07. The one increase is 4,997, the second 8,320.

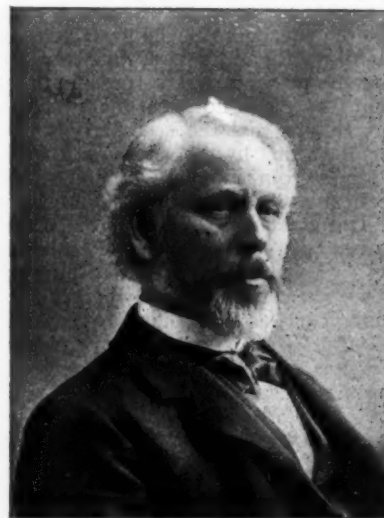
The second cause is the instability of the teaching body, owing to the growth of population, the greater relative increase of schools, deaths, and most of all, no doubt, the passing of teachers from the service into some other employment or into married life. Unfortunately, we have no statistics showing the average period of service, or the number of new teachers called for to fill vacancies and occupy new places that are created year by year. It was said a few years ago that in Maine the average term was four years; that is, twenty-five per cent. of the teachers of the state came and went every year. A report was published in 1892 showing that all the professionally trained teachers who were employed in the high schools of Washington, D. C., four years before had resigned in the interval. Dr. Schlee, a German expert, in a report made after examining our industrial system in 1893, quoted this sentence from some American authority: "In the United States the profession of teaching seems to be a kind of waiting room, in which

the young girl waits a congenial, ulterior support, and the young man a more advantageous position. In fact, the teaching body is so fluctuating that the rank of a profession is often denied to teachers. If we may assume that the average period of service throughout the country is six years, then about 60,000 new teachers will be required each year at the present stage of progress to recruit the army of public school teachers.

How impotent the schools that are engaged in preparing teachers professionally are to meet this demand, a few facts will show. The public normal schools in the country, in 1894-95, sent out only 5,492 graduates, the private normal schools only 3,074, making a total of 8,586. Further, 192 colleges and universities counted 6,402 students in pedagogical courses, and 433 public high schools taught 6,809 so-called normal students. These students considerably swelled the number of teachers that had received more or less professional training; but we are not told to what extent. It is obvious that the whole contingent of trained teachers every year is but a small fraction of the total number. In Massachusetts, which is better furnished with normal schools proportionally than any other state, only 3,267 teachers out of 10,965 a few years ago had graduated from such schools. In Prussia, on the other hand, the 3,200 recruits sent from the normal schools every year are quite sufficient to keep the ranks of the army of teachers, more than 70,000 strong, constantly full.

So much for the need. No doubt there are enough, and more than enough, persons offering themselves to recruit the army of public education, such as they are. But we are dealing with properly prepared teachers.

The National Educational Association has done much to promote the good cause of teacher-preparation. All the leading minds of the body, certainly, steadily throw their influence on the right side. Numerous papers, and some valuable papers, relating to the subject will be found scattered throughout the annual volumes of "Addresses and Proceedings." Naturally, the Superintendents' Section has been particularly interested in the matter. The name of the Association is permanently connected with two formal investigations of the problem. These are the Report of the Sub-Committee to the Committee of Fifteen, on the Training of Teachers, and the other Report of the Sub-Committee to the Committee on Rural Schools, on the Supply of Teachers. The first of these docu-



SUPT. HORACE S. TARBELL, Providence, R. I.
Chairman of Committee on the Training of Teachers.

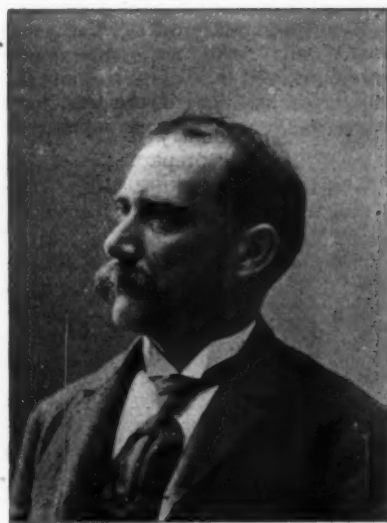
ments was published in 1895. The second one is just now fresh from the press. It is proposed to offer some remarks more in detail on the first of these documents.



THOMAS M. BALLIET, Springfield, Mass.



EDWARD BROOKS, Phila., Pa.



OSCAR H. COOPER, Galveston, Texas.

Members of the Committee on the Training of Teachers.

The report made two years ago treats of the training of elementary and secondary teachers in the more important aspects of the subject. It evinces both a theoretical and a practical acquaintance with the subject, and thoroughness in preparation. It is marked by general good sense, sobriety of judgment, soundness of views, and clearness of presentation. No one has pretended to find in it anything particularly new or striking. The report sets up the ideals that are put forward by the most intelligent champions of normal schools. The Committee of Five, rides on the cresting wave, so to speak. It contends for a good high school preparation, or its equivalent, for admission to the normal or training school; for a two years' course of training, consisting of theoretical and practical instruction; and for a college education, supplemented by pedagogical preparation as a qualification for secondary teachers. These are all safe propositions. The scheme contemplates that the teacher-in-preparation will do his academical work before entering the training school; that is, the teacher-in-preparation for the elementary school. This, of course, is a most point. We may quote a few sentences:

"One who is to teach a subject needs to know it as a whole made up of related and subordinate parts, and hence must study it by a method that will give this knowledge. It is not necessary to press the argument that many pupils enter normal and training schools with such slight preparation as to require instruction in academic subjects. The college with a preparatory department is, as a rule, an institution of distinctly lower grade than one without such a department. Academic work in normal schools that is of the nature of preparation for professional work, lowers the standard and perhaps the usefulness of such a school; but academic work done as a means of illustrating or enforcing professional truth has its place in a professional school as in effect a part of the professional work. Professional study differs widely from academic study. In the one, a science is studied in its relation to the studying mind; in the other, in reference to its principles and applications. The aim of one kind of study is power to apply; of the other, power to present. The tendency of the one is to bring the learner into sympathy with the natural world, of the other with the child world. How much broader becomes the teacher who makes both the academic and the professional view! He who learns that he may know and he who learns that he may teach are standing in quite different mental attitudes. One works for knowledge

of subject-matter; the other that his knowledge may have due organization, that he may bring to consciousness the apperceiving ideas by means of which matter and method may be suitably conjoined."

This is sound doctrine, and can hardly be too much insisted upon. The mistake that a man who understands a subject can teach it is made in high places. The good scholar may fail to teach well a subject that he perfectly understands *as a scholar*, either because he lacks the teaching aptitude, or has not considered the subject from a pedagogical point of view.

The professional work recommended is mapped out as follows:

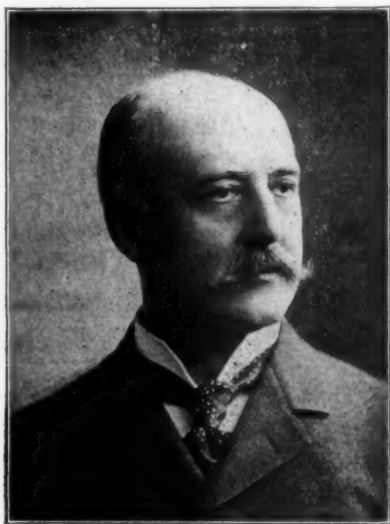
"Professional training comprises two parts; (a) the science of teaching, and (b) the art of teaching.

"In the science of teaching are included: (1) Psychology as a basis for principles and methods; (2) methodology as a guide to instruction; (3) school economy, which adjusts the conditions of work; and (4) history of education, which gives breadth of view.

"The 'Art of Teaching' is best given: (1) by observation of good teaching; (2) by practice-teaching under criticism."

The careful thinker will not fail to see a fatal defect in this analysis,—a defect that mars the whole report. This is the failure to see that the phrases "art of teaching" and "practice of teaching," like all such phrases in which the words "art" and "practice" occur, are used in two senses. In the first sense art is actual *doing*, practice real *practice*; in the second sense, art is made up of rules that govern art in the sense of doing, practice consists of a body of method that control actual practice. The art or practice in the first sense is seen in the school-room where real teaching is being done; in the second sense it is seen in books or lectures that discuss the subject. Some may suppose that discussions of art or practice is science. Not at all; science deals with facts and principles, not rules and methods. Methodology itself belongs to the category of art, except in so far as it involves elements of fact and principle, and so is distinctly theoretical. Science and theory are the same thing, and so are art and practice. As used by Descartes, methodology is, of course, a scientific term. The art of teaching as real teaching is best studied by observation of good teaching and by practice-teaching under criticism. In fact, these are the only ways in which the art of teaching, in this sense, can be studied at all, except by practical teaching without criticism. But the ordinary teacher would make slow headway learning

his art or practice of teaching in this way in the sense in which those terms are commonly understood. One feels curious to inquire what sense the committee would attach to the art or practice of teaching as the words are used by Compayré and Page in their well-known books. The distinction between science and this reflective or self-conscious sense of art is generally

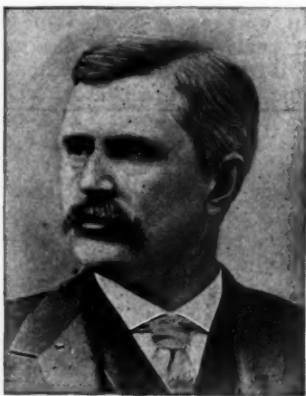


SUPT. W. H. MAXWELL, Brooklyn, N. Y.
Chairman of the "Committee of Fifteen."

recognized, and it is strange that the report should have overlooked it. The distinction is not a speculative one merely, but affects practice, not merely here but elsewhere. Science gives us truths, art gives us rules; or, as John Stuart Mill once expressed it, the first speaks in the indicative mode, and the second in the imperative mode.

On another point the committee does much better. The distinction between the model school and the practice school, which is sometimes obscured, is here set out in the clearest and strongest light.

Since writing the above, my attention has been called to some statistics found in the Commissioner's Report for 1891-92, page 58. In that year eight states reported the number of teachers' positions or places as well as the total of persons employed in teaching.



PRES. A. S. DRAPER, University of Illinois.
Chairman of the Committee on Organization of City School Systems

There were 110,014 teachers in 88,464 positions in the course of a year. The ratio is 124.4 teachers to every 100 positions; or 24.4 positions out of 124.4 show a change of teachers during the year. The state making the best showing was Kansas, 106.6 teachers to 100 positions. The state making the poorest showing was Michigan, 141.7 teachers to 100 positions.

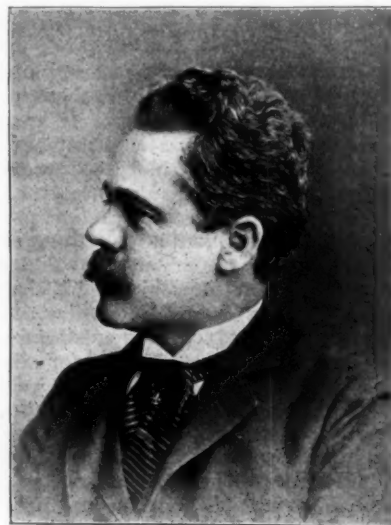
The School Board Convention as a Factor in Education.

By William S. Mack.

Less than three years ago, Oct. 26, 1894, the first convention of school board members was held at Aurora, Ills., as a department of the Northern Illinois Teachers' Association. The Chicago "Evening Post" in a report of the meeting, spoke of this department as follows:

"A new departure in educational work was inaugurated to-day at the meeting of the Northern Illinois Teachers. The organization, which has a large membership in Chicago and the northern part of the state, established a department for members of boards of education. The innovation has been heartily endorsed, and the delegates say that it will be adopted in other states, and will result in great good to educational interests throughout the entire country.

Mr. William George Bruce, of the "School Board Journal," who made the leading address before the department said:



WILLIAM S. MACK, Chicago, Ill.

"The movement to bring together in convention members of boards of education is new. No decided step in that direction was ever taken anywhere before; neither has any teachers' organization elsewhere attempted a department strictly devoted to board matters, or to board of education members. The movement then which finds its beginning here must be considered somewhat novel, but not without serious import."

Since the meeting at Aurora, the movement has become almost national in its extent, as indicated by organizations in many states, notably in the states of Minnesota, Iowa, Missouri, Illinois, Wisconsin, New York, and Pennsylvania, and in the establishment of a department of school administration in the National Educational Association, the second meeting of which will be held at Milwaukee next month, and in which representatives of boards of education from ten or more states will participate. While it is somewhat difficult at this early stage to point to tangible and definite results growing out of these conferences of school board members, it is not so difficult to predict what results may fairly be expected now that the permanency of the movement seems to be assured. These results will come through the interchange of thought in the discussion of questions of mutual concern, and in a manner precisely analogous to that of other organized bodies whose members have come together

for a common work, and for the attainment of a common end.

In this instance the end is the better administration of local school affairs, under our state systems of education which place responsibility primarily upon a non-professional body, which has largely to do with affairs which are dependent for their wise conduct upon professional training and skill. The work which these local bodies are empowered and enjoined to perform is defined in the school laws of the several states, which do not differ essentially with regard to fundamental matters, such as the levying of taxes for school purposes, the purchase of school sites, the erection and furnishing of school buildings, the employment of teachers, the adoption of text-books, and the conduct of the schools for at least a stated minimum number of months in each year. But these statutory duties are frequently only partially discharged, or, as is well known, are too often performed selfishly, indifferently, or ignorantly, and herein lies the great need of the school board convention, where discussion may make plainer a board's obligation under the law, which

which they are required to pass than our local boards of education. Nor is this surprising when we consider the method by which they are selected—usually by election, with no qualification save that of mere citizenship, and no motive higher than that of the politician and the self-server. But the conditions which make this possible are fundamental—are peculiar to our



H. L. GETZ, Marshalltown, Iowa.

President of the Department of School Administration, N. E. A.

might be perceived only dimly were comparisons impossible, or the point of view determined entirely by local influences. Perhaps no class of public servants at the present time are in greater need of a liberalizing and enlightening influence which will modify and change their attitude toward important matters upon

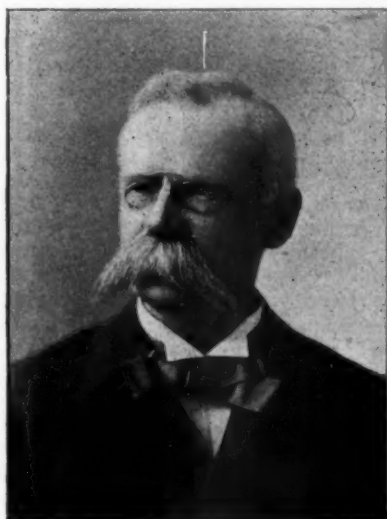


ADDISON B. POLAND, New York City.

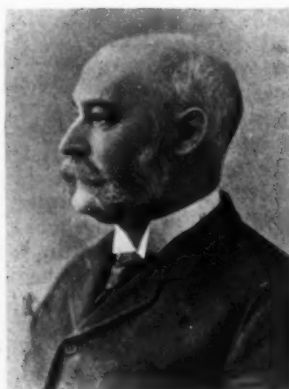
Member of the Committee on Organization of City School Systems.

democratic system which leaves the control of local affairs to the local electorate, and are not, therefore, likely to be changed. Perhaps this is not necessary or desirable on account of the principle involved, and inasmuch as the complaint is not that our local school administration is a failure, but that, measured by the possibilities under the laws we now have, it gives the beneficiaries of the public school,—the pupils, the home, the community, and the state—only a half instead of a whole loaf.

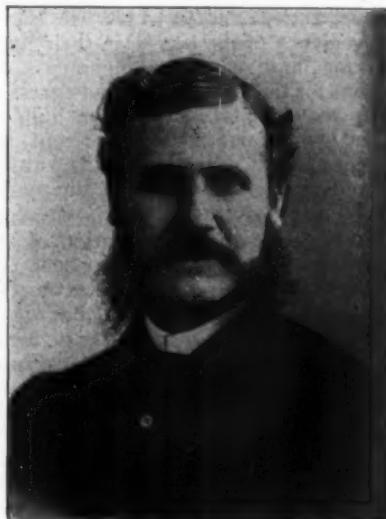
The conclusion seems obvious, then, that a better administration of the schools by local boards must come, not so much through further legislative enactments, as through a more liberal interpretation of the laws already enacted, and through a clearer conception of the board's relation to the pupil, as indicated by the statute provisions conferring specific powers. All this the school board convention will in time voice and make prominent through papers and discussions by intelligent and progressive members participating in



A. B. POWELL, Washington, D. C.



EDWIN P. SEAVER, Boston, Mass.



ALBERT G. LANE, Chicago, Ill.

Members of Committee on the Organization of City School Systems.

its program, through resolutions, and through the publication and dissemination of its proceedings. In this way local members will be brought under influences which otherwise would never reach them. Their standards will be elevated, their pride will be touched, a spirit of emulation will be gradually engendered and diffused, and their ambition will be to make the schools efficient rather than to conduct them more economically than their predecessors. Some of the results which may safely be predicted, and which will make the school board convention an important factor in education, may be specified as follows:

1. The selection, in the smaller districts at least, of better school sites, both as to location and sanitation, determined by considerations of convenience, of space,



WM. GEO. BRUCE, Secretary of the Local Committee, Milwaukee, N. E. A.
Also Secretary Department of School Administration.

light, drainage, etc., matters which are now too often overlooked or neglected through ignorance and thoughtlessness, or which receive scant attention on account of mercenary influences.

2. The more general recognition of the importance of giving attention to the use and appearance of the school premises, by providing suitable play grounds,—separate ones for the two sexes, which shall be kept clear of cinders and stones, and otherwise looked after as carefully as the interior of the school buildings, and by beautifying the grounds in front along the main approach to the building with a well kept lawn, set with trees, vines, shrubs, and flowering plants.

3. The desire to build better school-houses,—school-houses better adapted to the use, the comfort, and the convenience of the pupils, in their heating, ventilating, lighting, and seating arrangements, and in their provisions for the easy ingress and egress of pupils, and for their movements while in the building, all of which is of paramount importance and should take precedence over exterior details, although the latter should not be neglected and the exterior construction made to do violence to the laws of good taste.

4. More care in the selection of teachers, and less reluctance to dismiss those whose incompetency has been demonstrated, which are the two greatest obligations resting upon a local board of education, and which require, if the interests of the pupils are to be properly safe-guarded, the delegation of power to the board's professional expert, the superintendent or principal, the board confirming his judgment by acting upon his recommendation in such matters. Along with the above will come the feeling also that the good teacher is worthy of his hire, and that his tenure should not be threatened by the stinginess and vagaries of the school director.

5. A more sensible and business-like attitude toward the adoption of text-books, assuming that all suggestions as to changes should come from the professional people in the schools, and turning a deaf ear to the importunities of those whose primary motive in seeking adoptions is purely a commercial one. Competition would then have for its object the favor of superintendent and teachers, those best fitted to determine the merits of the books submitted, and they would have to take the responsibility, the board simply passing upon the advisability or the expediency of the change, and exercising no influence in the selection.

6. A better appreciation of the value of school libraries and of their relation to the text-book and laboratory work of the schools, resulting in more liberal provision for them, and more care in placing and arranging them so that they may be readily available at all times to the pupil.

7. A clearer notion of the relation that should exist between a board of education and its superintendent in any well-conducted school system, derived from adequate knowledge of the functions of each in their relation to the schools, and the ability to differentiate the fitness of each for the various specific duties which have to be performed in the economy of school management. If only this single result should be realized through the agency of the school board convention, it will have become an important factor in education, because once the true relation of a board to its superintendent is recognized, all the other results which we have named as possible, and more, will follow, and our local boards everywhere will be brought into those proper and helpful relations with all the school agencies which the law contemplates.



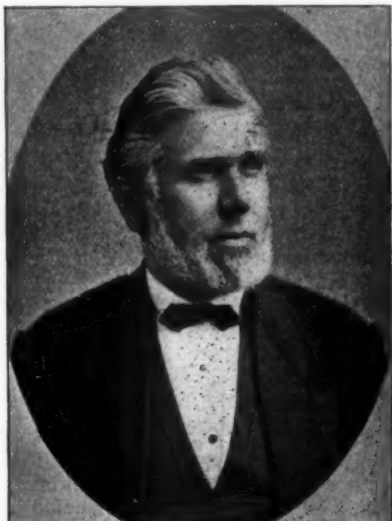
R. L. YAEGER, Kansas City, Mo.
Vice-President Department of School Administration.

The specification should be carried farther if necessary, and other results enumerated which would be almost certain to follow sooner or later upon convention agitation and discussion of these administrative questions. That there is great need of enlightenment by such or similar means, no one who is familiar with the composition and methods of the average board of education will care to deny. The school board convention then should, and probably will, take a place along with the teachers' convention as a factor in the promotion of all that goes to make the public school in the highest sense a preparation for citizenship.

Chicago, Ill.

The Story of the N. E. A.

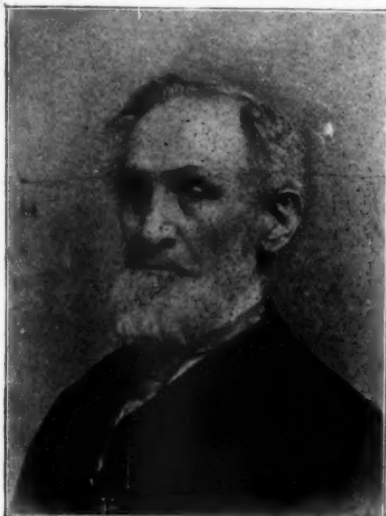
In August the National Educational Association will be forty years old. Of its founders only two are among the living, viz.: Zalmon Richards, of Washington, D. C., the first president, and W. E. Sheldon, of Boston. The first meeting was held in Philadelphia, in 1857, and was the result of a suggestion made by T. W. Valentine, of Brooklyn, to Daniel B. Hagar, of the Salem,



T. W. VALENTINE, Brooklyn, N. Y. (Deceased),
Who suggested the organization of the N. E. A.

Mass., normal school, that a "National Educational Association" be organized to supplement the several state associations of the country. The object of the association, as the constitution declared, was "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States." How that object has been fulfilled every state and territory in the Union can testify. The association has grown from a membership of eighty to more than nine thousand. It has been instrumental in arousing people throughout the country to new efforts for the improvement of the schools.

In 1870 the plan of educational work was enlarged. The normal and superintendents' departments were formed, and as they have seemed to be required, others have been added, until now these include the national



ZALMON RICHARDS, Washington, D. C.
First President of the N. E. A. (1858)

council,* the departments of kindergarten, elementary, secondary, higher and normal education, superintendence; industrial, art, music, and business education; child study; physical education; science; school administration, and the library department.

Meetings have been held in twenty-eight cities in different sections of the country, including San Francisco and Boston, Toronto and Atlanta.

Something of the amount of work done at one of these meetings can be estimated from the fact that the proceedings of the association at Buffalo last year fill a volume of more than a thousand pages.

The famous "Committee of Ten" and "Fifteen" were appointed in 1891 and 1894 respectively; the former to draw up a course of study for secondary schools, the latter to consider the order and correlation of studies in elementary schools, the organization of school systems, and the training of teachers. The reports of these committees have been before the public so long, and are so well known that no summary is necessary, but it is generally acknowledged that they have suggested valuable improvements that will be of lasting benefit to education.



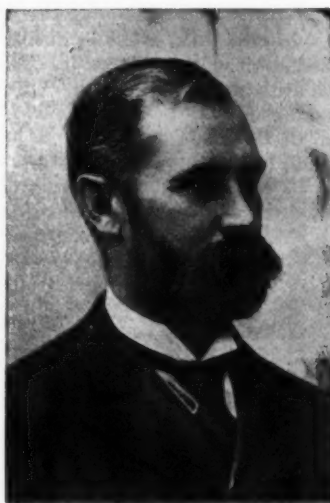
STATE SUPT. NATHAN C. SCHAEFFER, Pennsylvania.
President of the Dept. of Superintendence, N. E. A.

The N. E. A. is thoroughly in favor of the "New Education" in its more technical meaning and in the broader sense of the term. It advocates whatever tends to aid the improvement of teaching as a profession, and helps to the best development of childhood and youth. The tendency of late has been to the specialization of work, thus drawing to the association specialists in the various departments of educational work. Each meeting is considered by the members much better than the last, and no teacher can attend the N. E. A. without receiving inspiration leading to more useful work in future weeks and years.

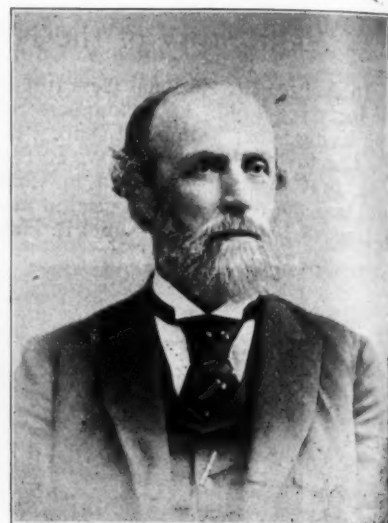
*The national council consists of sixty members, elected to hold membership for six years, half by the board of directors of the association, the rest by the council itself. This body meets usually two or three days before the general meeting to consider educational questions, and as its members include some of the foremost educators of the country its decisions are of considerable importance.



PRES. JOSEPH SWAIN, University of Indiana.
President of the Dept. of Higher Education, N. E. A.



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PRES. CHAS. DEGARMO, Swarthmore College.
Vice-Pres. of the National Council of Edu.



A. G. BOYDEN, Bridgewater, Mass.
President of the Dept. of Normal Schools, N. E. A.

The following list gives the places at which the N. E. A. has met, also the names of the presidents. The names of the deceased are marked by an asterisk:

PLACE OF MEETING.	YEAR.	NAME OF PRESIDENT.
Cincinnati, O.	1858	Zalmon Richards, D. C.
Washington, D. C.	59	A. J. Rickoff, Ohio. (At present in New York city.)
Chicago, Ill.	60	J. W. Bulkley, N. Y.*
Buffalo, N. Y.	63	John D. Philbrick, M'ss.*
Ogdensburg, N. Y.	64	W. H. Wells, Ill.*
Harrisburg, Pa.	65	S. S. Greene, R. I.
Indianapolis, Ind.	66	J. P. Wickersham, Pa.*
Nashville, Tenn.	67	J. M. Gregory, Ill.
Trenton, N. J.	69	L. Van Bokkelen, Md.
Cleveland, O.	70	D. B. Hagar, Mass.*
St. Louis, Mo.	71	J. L. Pickard, Iowa.
Boston, Mass.	72	E. E. White, Ohio.
Elmira, N. Y.	73	B. G. Northrop, Conn.
Detroit, Mich.	74	S. H. White, Ill.*
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Atlanta, Ga.
Saratoga Spa, N. Y.
Saratoga Spa, N. Y.
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Saratoga Spa, N. Y.
Topeka, Kan.
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San Francisco, Cal.
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81 Jas. H. Smart, Ind.
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83 Eli T. Tappan, Ohio.
84 Thos. W. Bicknell, Mass.
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97 C. R. Skinner, N. Y.

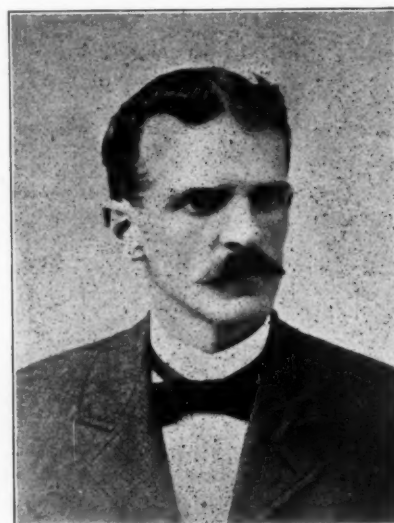
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DR. JENNY B. MERRILL, Supervisor of Public Kindergartens,
New York City.

Who will read a paper on "Methods of Child Study in the Kinder-
garten" before the Department of Kindergarten Education, N. E. A.,
on July 7.



MRS. FRANK STUART PARKER, Chicago Normal School.
Who will read a paper on "Delsarte and His Contributions to Physical
Education" before the Dept. of Physical Education, N. E. A., on July 8.

SECONDARY.

C. H. Thurber, Morgan Park, Ill., president.



MISS JANE ADDAMS, Hull House, Chicago.
Address: "Foreign-Born Children in American Schools." General
Session of the N. E. A., Wednesday evening, July 7.

Frank L. Fosdick, Buffalo, N. Y., vice-president.
Miss Ida B. Haslop, Pueblo, Col., secretary.



STATE SUPT. ESTELLE REEL, Wyoming.
Address: "What Not to Do." Educational Round-Up, Friday morning,
July 9.



MISS SARAH C. BROOKS, Supervisor of Primary Education, St. Paul, Minn.
President of the Department of Elementary Education.

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National Educational Association.

Thirty-Sixth Annual Meeting—Milwaukee, Wisconsin,

JULY 6-9, 1897.

PROGRAM OF GENERAL SESSIONS

TUESDAY EVENING, JULY 6,

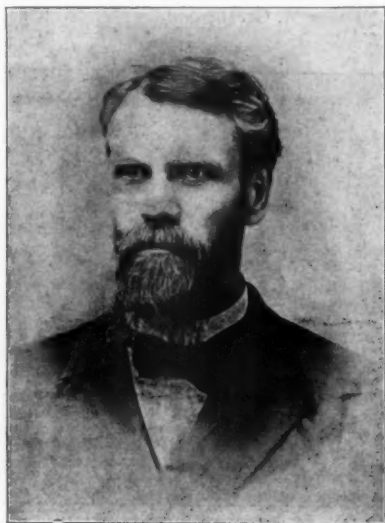
8.00 o'clock.

Prayer.—Rev. Judson Tittsworth.

Music.—"America."

Addresses of Welcome.—(20 minutes.) His Excellency Edward Schofield, Governor of Wisconsin, on behalf of the Commonwealth. J. Q. Emery, Superintendent of Public Instruction, State of Wisconsin, on behalf of the Educational Interests of the State. W. G. Rauschenberger, Mayor of Milwaukee, on behalf of the Municipality. H. O. R. Siefert, Superintendent of Schools, on behalf of the Educational Interests of the City.

Responses.—(20 minutes.) A. E. Winship, President American Institute of Instruction, Boston. J. L. Holloway, Superintendent of Schools, Forth Smith, Ark. Aaron Gove, Super-



J. Q. EMERY, State Superintendent Public Instruction, Wisconsin.

intendent of Schools, Denver. Albert G. Lane, Superintendent of Schools, Chicago.

Music:

President's Address.—The Best Education for the Masses, (30 minutes.) Charles R. Skinner, Superintendent of Public Instruction, State of New York.

Music:

Address.—The Co-operation of Women's Clubs in the Public Schools. (25 minutes.) Newton C. Dougherty, Superintendent of Schools, Peoria, Ill.



D. L. KIEHL, University of Minnesota.



O. T. CORSON, State Superintendent of Public Instruction, Ohio.

WEDNESDAY MORNING, JULY 7,

9.15 o'clock.

Prayer.—Rabbi Hecht.

Music:

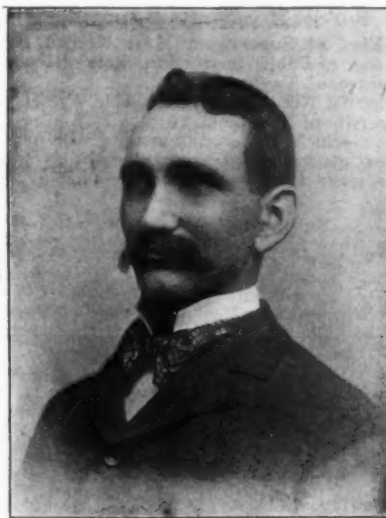
Appointment of Committees:

Address.—Data of Method, (30 minutes.) James M. Green, Principal New Jersey State Normal School.

Address.—The Co-operation of Women's Clubs in the Public Schools. (30 minutes.) Mrs. Ellen M. Henrotin, President.

General Federation of Women's Clubs, Chicago, Ill.

Music:

J. C. MCNEILL, Normal School, West Superior, Wis.
Treasurer of the N. E. A.

Address.—Education from a Publisher's Standpoint, (30 minutes.) Gilman H. Tucker, American Book Company, New York.

Address.—The Education of the Deaf, (30 minutes.) Alexander Graham Bell, Washington, D. C.

Discussion.—Such opportunity as time will permit will be afforded for general discussion under the five-minute rule. Persons desiring to speak must send their names in writing to the chair.

WEDNESDAY EVENING, JULY 7,

8.00 o'clock.

Music:

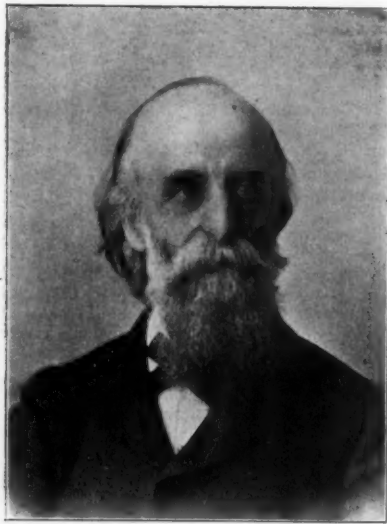
Address.—The Christian State, (40 minutes.) Edwin A. Alderman, President University of North Carolina.

Music.—"Comrades in Arms." Chicago Quartette Club.

Address.—Foreign-Born Pupils in the Primary Schools, (25 minutes.) Miss Jane Addams, Hull House, Chicago.

Music:

Address.—Tom and His Teacher, (40 minutes.) Bishop John H. Vincent, Chautauqua.



Rev. LYMAN ABBOTT, D.D.

THURSDAY MORNING JULY 8,

9.15 o'clock.

Prayer.—Rev. Amos A. Kiehle.

Music:

THE RURAL SCHOOL PROBLEM.

30 Minute Papers.

1. The Need of Enhanced Material Support, Burke A. Hinsdale, Professor of the Science and Art of Teaching, University of Michigan.

2. Grading and Classification, William T. Harris, U. S. Commissioner of Education.

Music:

3. The Kind of Supervision Most Needed, Henry Sabin, Superintendent of Public Instruction, State of Iowa, Chairman of "Committee of Twelve."

4. Intellectual Needs, David L. Kiehle, Professor of Pedagogy, University of Minnesota.

Discussion.—Such opportunity as time will permit will be afforded for general discussion under the five-minute rule. Persons desiring to speak must send their names in writing to the chair.

THURSDAY EVENING, JULY 8,

7.30 o'clock.

Music:

Address.—Higher Education in the South. (40 minutes.) George T. Winston, President University of Texas.



CITY HALL, MILWAUKEE.

Music:

Address.—The Democracy of Learning, (40 minutes.) Rev. Lyman Abbott, Brooklyn, N. Y.

9.00 reception by citizens of Milwaukee.

FRIDAY MORNING, JULY 9,

9.15 o'clock.

Prayer.—Rev. Elbridge W. White.

Music.—"Awake the Day,"—Abt.—Chicago Quartette Club.

Poem.—"The March of the Ideal," Clinton Scollard, Clinton, N. Y.

EDUCATIONAL ROUND-UP.

Fifteen-Minute Addresses Without Manuscript.

1. Has the Heart of This People Changed Toward the Schools? Carroll G. Pearse, Superintendent of Schools, Omaha, Neb.

2. Extremes in Education, Oscar T. Orson, Commissioner of Common Schools, State of Ohio.

3. What not to do, Miss Estelle Reel, Superintendent of Public Instruction, State of Wyoming.

Music:

4. Some Things We are in Danger of Forgetting, Thomas B. Stockwell, Commissioner of Public Schools, State of Rhode Island.

5. Shall American History be Taught in Cross Sections or in Parallels? James M. Greenwood, Superintendent of Schools, Kansas City, Mo.



JUNEAU PARK AND LEIF ERICSON STATUE, MILWAUKEE.

6. The Tendency of Modern Education, James A. Foshay, Superintendent of Schools, Los Angeles, Cal.

Music:

7. The Education of the Twentieth Century, James L. Hughes, Inspector of Schools, Toronto, Ont.

8. Educational Leadership, James H. Canfield, President Ohio State University.

Discussion.—Such opportunity as time will permit will be afforded for general discussion under the five-minute rule. Persons desiring to speak must send their names in writing to the chair.

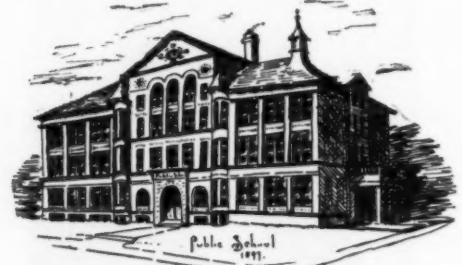
FRIDAY EVENING, JULY 9,

8.00 o'clock.

Music:

Address.—Lines of Growth in Maturing, (40 minutes.) Richard G. Boone, Principal Michigan State Normal School.

Music.—"Reveries," Storch. Chicago Quartette Club.



PUBLIC SCHOOL, MILWAUKEE, 1897.

Address.—Waste in Education, (40 minutes.) William R. Harper, President University of Chicago.

Music:

Report of Committee on Resolutions:

Induction of President-Elect:

Music.—"Kepler's American Hymn."

The American Institute of Instruction.

The American Institute of Instruction was organized in 1830 and has been a vigorous institution through all these years, being the oldest educational association in America, probably in the world. It was organized by eminent men for the benefit of the profession. The vote of the originators to use in its program no honorary title except that of "professor" for members of faculties and of "reverend" for the clergy was more



A. E. WINSHIP.

significant than at first appears. These men of prominence purposed to offer no obstacles to the influence of untitled men, to give no undue weight to the words of men of special prominence. In an experience of sixty-seven years the institute has been eminently a democratic body, free from every suspicion of unprofessional spirit or method.

When the institute was organized there were few good school-houses, and none with architectural comeliness or comfortable furnishings. The first black-board was but a year old, and other school apparatus, reference books, and school libraries were unknown. There was no public school spirit, few competent teachers and none well paid. There were, however, a few noble, public-spirited men who were already devoting themselves to arousing the public conscience to the necessity of having good public schools. The American Institute of Instruction was the first fruit of this awakening, and it has for sixty-seven years been the leader of educational devotion.

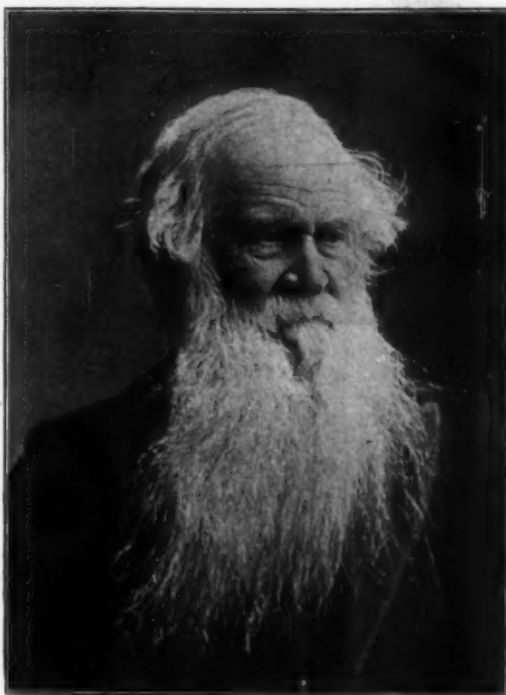
A preliminary meeting with a four-days' session was held in Boston, March 15-18, 1830. In 1827 there had been a meeting of educators in Brooklyn, Conn., and another at Hartford in 1830, but neither of these were permanent organizations. So great was the enthusiasm at the March meeting that a committee of five was appointed, including George B. Emerson, Gideon F. Thayer, and Henry K. Oliver, to arrange

for another meeting and for a permanent organization; and this first meeting of the institute was held at the State House, Boston, August 19, 20, 21, and 22, 1830.

The committee reported the name of the association as "The New England Association of Teachers," but the unexpected presence of many educators from the Middle and Southern states led to the change to "The American Institute of Instruction." President Francis Wayland, of Brown university, was the first president. He continued in office three years. Among his associates in office were men from every New England state, New York, New Jersey, Pennsylvania, Virginia, Ohio, Kentucky, and South Carolina.

At this four days' meeting there were fourteen leading papers, all of which were discussed. The subjects treated were "Education," "Physical Education," "Developing the Intellectual Faculties Through Geography," "The Infant School," "Teaching the Spelling and Meaning of Words," "Lyceums," "Rhetoric," "Geometry and Algebra," "The Monitorial System," "Vocal Music," "Arithmetic," "Classical Learning," "School Furniture and Apparatus."

In sixty-seven years the institute has had thirty-two presidents, one each from Maine and New Hampshire, two from Connecticut, seven from Rhode Island, and twenty-one from Massachusetts. The meetings have been held once each at Montreal, Bar Harbor, Narragansett Pier, Cottage City, Bangor, Bath, Brattleboro, Fitchburg, Keene, Lewiston, Lowell, Manchester, North Adams, Northampton, Norwich, Portsmouth, Plymouth (N. H.), Plymouth (Mass.), St. Albans, and Troy; twice each at Burlington, Hartford, Montpelier, New Bedford, New Haven, Pittsfield, Springfield, and Worcester; three times at Concord, N. H., Portland, Providence, and Saratoga; six times among the White Mountains, and ten times at Boston, though it has not met in that city for thirty years.



HENRY BARNARD.

The meeting in Montreal promises to be one of the largest in the history of the institute. The program is the most extensive and the excursion attractions the greatest yet offered.

American Institute of Instruction.

Program of the 67th annual meeting to be held at Montreal, July 9-12.

Albert E. Winship, *President*. W. P. Beckwith, *Secretary*.
Alvin F. Pease, *Treasurer*.

Program.

Morning Session, 9 o'clock.

FRIDAY JULY 9.

*Vice-president, Wm. N. Cragin, Laconia, N. H.

Devotional exercises.

Introductory remarks by the president of the institute.

Address by Rev. Charles Fleischer, Boston school board.

"Possibilities of the Common School."—Address by

Ossian H. Lang, *The School Journal*, New York.

Barnard Celebration.—State Supt. C. D. Hine, Connecticut;

Will S. Monroe, Professor Westfield, Mass., Normal school;

Supt. Mary S. Snow, Bangor; Hon. Henry Barnard.

Evening Session, 7.30 o'clock.

*Vice-president, George E. Church, Providence.

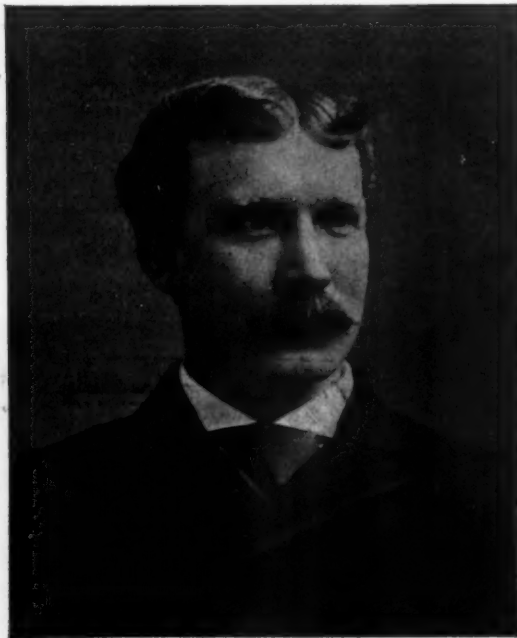
Music:

Welcome to the Dominion, by President Robins, McGill normal school.

Welcome to the Province, by President Harper, of the Association of the Province.

Welcome to the City, by Mr. A. D. Lacroix, principal Montcalm school, Montreal.

Responses, Hon. M. S. Stone, state superintendent, Vermont; Hon. Geo. H. Conley, member Massachusetts state board of education; J. P. McCaskey, "Pennsylvania School Journal."



HON. FRED. GOWING, State Superintendent, New Hampshire.

SATURDAY, JULY 10.

Morning Session, 9 o'clock.

*Vice-president, Edward Conant, Randolph, Vt.

Devotional exercises.

Geography.—Jacques W. Redway, New York.

The Training of Teachers.—Gertrude Edmund, Lowell.

Literature.—Charles H. Morss, Medford, Mass.

Seat Work.—Bessie E. Howes, Worcester.

Penmanship.—R. K. Row, Kingston, Ontario.

Afternoon Session, 2.30—4 o'clock.

"Departmental Discussions" will be held in six different rooms in the building upon the following subjects:

Primary Methods, led by Misses Edmund and Finch.

Seat Work, led by Miss Howes.

Kindergarten, led by Miss Wheelock.

Child Study, led by Mr. Monroe.

Penmanship, led by Mr. Row.

Geography, led by Mr. Redway.

Evening Session, 7.30 o'clock.

*Vice-president, Benjamin Baker, Newport, R. I.

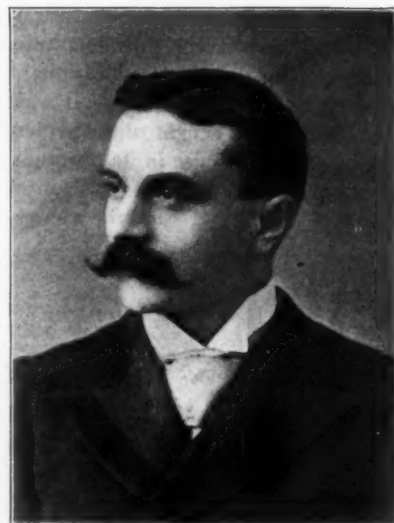
Sarah Louise Arnold, supervisor, Boston.

"A Personal View of Cuba," Anna C. Buckbee, California, (Pa.) normal school; Chas. S. Chapin, principal Westfield (Mass.) normal school.

SUNDAY EVENING.

Devotional services.

"The Moral Factor in Education," Adelaide V. Finch,



HON. MASON S. STONE, State Superintendent of Public Instruction, Vermont.

training teacher, Lewiston, Maine.

Address, Geo. H. Martin, supervisor, Boston.

Address, Miss Lucy Wheelock, Chauncey Hall school, Boston.

MONDAY, JULY 12.

Morning Session, 9 o'clock.

*Vice-president, Wm. J. Corthell, Gorham, Maine.

Devotional exercises.

"What the Normal School Stands for," Albert G. Boyden, principal Bridgewater (Mass.) normal school.

"Fitting Teachers to Places," C. W. Bardeen, "School Bulletin," Syracuse, N. Y.

"Teaching Morals," W. C. Bates, superintendent Fall River; A. L. Hardy, St. Johnsbury, Vt.

Afternoon Session, 2.30 o'clock.

*Vice-President, Fred W. Atkinson, Springfield.

"Summer Work for Teachers," G. T. Fletcher, Northampton, agent Mass. board of education.

"A Plea for the Dull Boy," Lewis H. Meader, Providence.

"The Test of the Elementary School in the Preparation for the Secondary," M. Grant Daniell, Boston.

Business.

Evening Session, 7.30 o'clock.

*Charles W. Deane, Bridgeport, Ct.

Music.

Hon. Fred Gowing, State Supt. of New Hampshire.

John T. Prince, agent Mass. board of education.

Hon. Wm. T. Harris, U. S. commission of education.

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Letters.

The Voice in School Music: Some Suggestions Upon Its Use.

By F. E. Howard.

I do not know how many public school teachers in the United States are teaching vocal music to their classes, a very large number, indeed; neither do I know how many of them have ever given serious study and thought to the physiology of the voice, or what we call its culture,—a very small number, perhaps. How, then, can we expect good voice management, vocal training, and so on, in school singing? Really, we cannot expect it; for a knowledge of vocal physiology is not required through intuition, nor by teaching notes, sharps, and flats, time names, and other necessary and unnecessary things in connection with school music. It is not implied that teachers are ignorant of physiology. Of course, they are familiar with the subject, and understand all about the structure and functions of the larynx, vocal bands, and the organs of speech.

But the possession of a general, or even an intimate knowledge of physiology, does not necessarily imply possession of data upon which voice training in singing may be safely based. Moreover, the data in regard to the child voice is very small. Until quite recently no writer on the physiology of the voice has said more in reference to children than to



F. E. HOWARD, Director of Music, Bridgeport, Conn.

give a few brief statements regarding the growth of the larynx, which ceases at the age of six years, the comparative length of the vocal bands in children and adults, and the change at mutation. Still, if to this it is added, that from the age of six years to the time of puberty, the cartilages, or walls of the larynx are constantly gaining in firmness, and that the vocal bands and their controlling muscles are during the same period, gaining in strength, it is enough.

If these facts, suitably amplified, can be brought to the attention of every teacher who is required to teach singing to children, they will then be prepared to deduce for themselves safe rules for the care and sensible use of the child's voice. There need be no mystery about this matter of voice training, or voice management, and there is, moreover, very little chance for disagreement as to the principles which must govern. First, the voice must not be used so that injurious physical results will follow, such as loss of elasticity in the vocal bands, or congestion and inflammation of the organs employed.

It follows as a corollary, then, that the voice must be so used in singing that the physical apparatus concerned in its production shall gain in mobility, power, and general health, and this applies equally to the voice training of either child or adult. But, independently of all physical or physiological considerations, the voice which comes from healthy normal organs should be good in tone. The more it is used (so it is not unduly fatigued), the more beautiful should be the tone.

Many voice teachers, perhaps most, ignoring physiological considerations, work with this principle or thought ever before them. They are successful, too; for if the conditions are not right, the tone will not be; hence, the conditions must be changed until the right adjustment and balance of parts is hit upon. It may be added, that no amount of scientific knowledge will enable a teacher to train voice properly who is not guided in his work by the same artistic sense.

Now, when we take into account the delicacy of the child's vocal bands, the weakness of the muscles which act upon them, and the lack of rigidity in the laryngeal cartilages, the physical reasons for insisting on soft tone are apparent; while any one who is musical enough to distinguish the sound of a trombone from that of a flute, will be able to detect a difference in tone quality between the loud and soft singing of children, greater than that between brass and wood. From whatever side the subject is approached, the first and most important truth in regard to the use of the child voice in singing is, that loud singing is a musical and a physical barbarity.

Soft singing is a very elastic term. The teacher who permits or urges her pupils to sing in a series of war whoops that may be heard a block away will scarcely entertain the same conception of soft tone as those whose love of noise is less active.

Technically, children should sing with what is known as the head tone, and they should sing softly enough to produce it. This tone is absolutely free from the reed quality. It is flutey, thin, clear, perfectly smooth. It is not in the least like the adult singing tone. It is produced by the vibration of less than the entire substance of the vocal bands. Using this head-register, or tone, the child of six years sings very softly; as he grows older the voice increases in power, but not rapidly. Even at fourteen years of age the lower notes must be quite soft to secure this light action at the vocal bands.

The use of this voice, then, is the gist of the subject of voice training, so far as the term applies to children. Properly speaking, we should not attempt training, i. e., developing the voice, under the existing school conditions. We should rather care for, and preserve it. If proper conditions as regards position, breathing, soft tone, compass, and so on, are established, the voice, the mechanism, rather, will look after itself.

This for the physical side of the topic. But how about the essence of song, the music and the voice training, which is accomplished only as the soul of the singer utters itself through the medium of tone? To make school music a living factor in the life of the pupil, a constant influence for good, a source of real spiritual growth, fitting the boy or girl for the enjoyment of civilized life in a way that no other training can quite parallel, is the real object of the earnest teacher of school music.

There are those who are so intent on thoughts like these that they are wholly impatient at the mention of the physical or physiological phase of singing, but the school teacher who does not, either through knowledge or instinct, secure that use of the voice from the child which is natural, and therefore beautiful, had better recognize that noise is not music, and that bad, coarse singing stunts the growth of musical sensibility and love of the beautiful as certainly as cold, and dirt, and poor food checks physical growth. The physical side of voice management must be understood and heeded, if school music is to become a factor of any value in education.

Department of Kindergarten Education, N. E. A.

The attention of kindergartners is especially called to the meetings of the National Educational Association at Milwaukee, July 5-9.

The department of kindergarten education will hold sessions on two days and will consider questions of vital importance.

On July 8th the subject of "Kindergartens in the Public the Kindergarten" will be presented by Dr. John Dewey, Miss Bertha Payne, Miss Geraldine O'Grady, Dr. Jenny B. Merrill, and Mrs. A. H. Putnam.

On July 7th the subject of "Kindergartens in the Public Schools," will be discussed by Supt. Gilbert, Miss Katherine Beebe, and Miss Mary C. McCulloch. The ability and zeal of all these well-known speakers give assurance of interesting and helpful meetings.

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Kindergartners from all parts of the country are urged to contribute to the success of the department by their presence and interest. The influence of such summer meetings continues throughout the year, and inspiration for higher aims is gained by coming in touch with many kindergartners who, working under different conditions, are united in a common cause.

Caroline T. Haven, president department of kindergarten education, N. E. A., New York, June 5.

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The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING JUNE 26, 1897.

These graduating days are times of introspection on the part of the conscientious teacher. At no time does he feel more keenly the vastness of his opportunities for serving humanity, at no time more regretfully his weaknesses and failures. Again and again he asks himself: "Have I done all in my power to fit my young charges for the serious life-work before them?" And as he looks over the list of graduates he wishes he could utter a cheerful "Yes" at every individual name. He realizes that the questions concerning devices and methods, and the accumulation of knowledge are, after all, only of secondary importance, and that the really great educational problems are those that have reference to the higher life in the service of mankind. Oh, that every teacher would comprehend this thought in all its momentous fulness, and preserve it, and be quickened and inspired by it day by day. School-room routine is too apt to magnify the less important things, and thereby hide from view the grander objects to be realized.

For twenty-seven years Policeman Wm. A. Fields was stationed at the crossing of Broadway and Gates avenue, Brooklyn. Nearly eight thousand children attending the six schools in the vicinity passed his corner daily, all of whom he knew by name, and by each of whom "Mr. Fields" was considered a friend. He settled their disputes, always to their entire satisfaction, and difficult questions were invariably referred to Mr. Fields. More than two hundred children owe their lives to his bravery and care.

But one day a stranger in the conventional blue coat and brass buttons stood at the crossing where their friend had been so long, and the children whispered under their breath, "Mr. Fields is dying." Just before noon of June 15 he was trampled by a runaway horse, after pushing back to a place of safety a group of his little ones. He was picked up unconscious, but when the surgeon brought him to, as he lay on the sidewalk his first thought was for his little charges, and he murmured: "For God's sake, doctor, take me away from here before all the children get out of school. I don't want any of my little pets to see me in this condition."

And so he left his corner for the last time—left it after his twenty-seven years of faithful, loving work, only known as the hero that he was when that life-work was done. Half a column in the daily paper, a few tears from little children, whose sorrow lasts but a moment, and the world will shortly have forgotten his existence, yet a more lasting monument than block of stone or tablet of brass stands the labor of one man who did his best.

Teachers who feel that their long years of work have hardly paid, that they have never been appreciated, the sacrifices that they have made have not been known, and their motives have often been misunderstood, can but little think that the life of Policeman Fields was worth while. What if the world did neither know nor care whether these babies were carried

across the street or not; were not the love and assistance given to those helpless children sufficient reward for all the effort required? Compare your work with his; while he cared for the body of those little ones, teachers have in their keeping the future of body, mind, and soul, and while, according to men's standards, their lives may apparently be a failure with neither fame nor fortune at their command, that world has need of every devoted teacher as it had of Policeman Fields—as it always has of the man who does his best.

The great national convention of educational workers to be held at Milwaukee, and the meeting of the American Institute of Instruction at Montreal will undoubtedly be gathering places for many subscribers to *The School Journal*. Mr. Ossian H. Lang, who will be present at both these conventions, will be pleased to meet these friends to shake hands and talk over plans as to how to render this journal of more practical benefit to those interested in its objects. No efforts shall be spared to make next year's volume far superior to all previous issues, in matter and form of presentation, as well as in general attractiveness.

The list of text-books on pp. 853 to 860 of the present number is interesting in many ways. In spite of the financial depression which has been felt in every part of the country, school books in large numbers have come from the press. In what departments the demand has been greatest can be seen at a glance, and the thinking reader will wonder whether this is really to be taken as an index to the tendencies of present educational practice.

This special number will be read by many who are not subscribers. We urge all these to send for a copy of next week's issue, which will contain a list of contents of the fifty-fourth volume of *The School Journal*, January 4 to June 26. If that list does not convince them that they ought to subscribe at once, there is something wrong with them. No educator who is at all interested in professional advancement, and who is desirous of making the best of his or her opportunities for self-improvement, and the ennobling of humanity can afford to be without *The School Journal*; this is the verdict of some of the most successful superintendents, principals, and teachers of schools and their judgment is worth heeding.

A recognized factor in education is Kellogg's Bureau, which began eight years ago the recommendation plan for supplying teachers. Care and discrimination at the outset made a slow, but healthy growth, and the fine reputation this Bureau now enjoys is a result of that care. Here may be found graduates from nearly all the prominent Eastern colleges and normal schools—teachers who are successful, cultivated, and capable. The study of education, preparation for teaching in its best and truest sense, has awakened a desire for positions where true pedagogical principles are wanted and appreciated. Hence, a number of excellent teachers, alive to the needs of the times, have been recommended to positions, where they have done excellent work in normal and city training schools. The Bureau department has filled positions in nearly every line of public and private school work, some of these paying as high as four thousand dollars per year, in thirty different states. The manager will be found in the Exposition building at the Milwaukee meeting of the N. E. A., and will gladly assist superintendents seeking efficient helpers or teachers wishing advancement.

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If one should enter a kindergarten of Japan, there would be found the little almond-eyed boys and girls in their queer gowns and wooden shoes in a circle, just as the children do in New York, listening to a morning talk which would bring the same smiles and expressions of delight as if given in English instead of Japanese.

An article in the "Kindergarten Magazine" a few months ago gives a full account of the kindergarten work in Japan. It was introduced in that country several years ago in a government school, but the "Glory Kindergarten," at Kobe, is the first establishment of the kind under American supervision. Any one who has talked with Miss Annie Howe, the head kindergarten, cannot help rejoicing that Japanese girls have found so true a friend to teach them of the kindergarten theory and practice; for not only does Miss Howe conduct a kindergarten for the little ones, but she has a training class of Japanese girls who plan some day to do similar work.

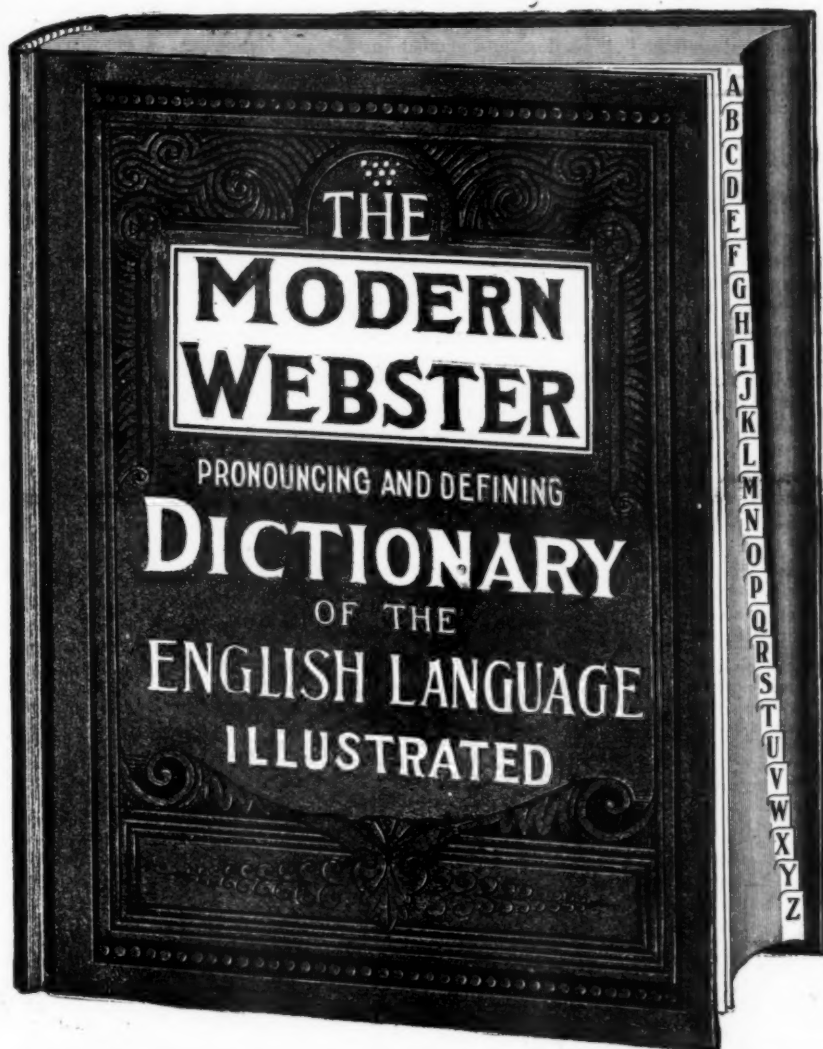
The kindergarten has done what all the forces of Greece could never accomplish—it has forced an entrance into Turkey. It is hoped that the day is not far distant when kindergartens will be established in all parts of that country, and the children will be so thoroughly imbued with the kindergarten spirit of love and good-will to all such troubles as distress the country to-day shall be wholly unknown.

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garten is doing and will continue to do much good. When in the New York kindergartens we see the negro, Italian, German, Swede, and French playing "soldier boy," and giving heartily the "three loud hurrahs for our beloved America, and for the stripes and stars," we believe that as they grow to manhood and womanhood they will be ready to do their part to "establish justice, insure domestic tranquillity, provide for the common defense, and promote the general welfare" with all the earnestness and patriotism of the founders of the constitution themselves.

Editorial Letter.

Florence.

The journey from Rome to Florence is about five hours in length. The railway follows a river, either the Tiber or one of its many tributaries to Chiuzi, where the line to Milan turns to the east along a lake; upon this our cars were switched, the rest of the train going toward Pisa. We kept steadily rising and finally came in view of the valley of the Arno, and were soon in Florence; the Italians call it Firenze; that is its official title; few would know what was meant if the name Florence were used.

It has a population of about 150,000 and has very few manufacturing interests; so that the bustle of Naples and Rome is wanting. It is an attractive place on account of its historic interests and treasures of art. The people are above those of Naples and Rome in general appearance; there is less squalor; no beggars; all are decently dressed; the going of children to school in the mornings is a very apparent feature in all parts of the city. There are horse cars handy, omnibuses from several circumferential points to the Signoria piazza, their central point for traffic and politics; also one electric road to Fiesole, a noted historic suburb. Wide avenues have been laid out by the new government, on the site of the walls that once surrounded the city.

It became very warm after our arrival, and we learned that the city was exceedingly hot during the summer—unbearable to the natives of England, America, and other cooler countries; it must rank in summer with Savannah, Jacksonville, New Orleans, I should judge. It is surrounded by mountains some rising as high as 3,000 feet; to these the middle classes retreat; those with more money betake themselves to Switzerland.

I shall not attempt to give an idea of the vast treasures of art in the city; the two main galleries are the Uffizi and the Pitti, which, though on opposite sides of the Arno, are connected by a long colonnade, which rests on an important bridge. The first mentioned gallery, containing a vast collection of precious gems; here are the great pictures of Fra Angelico, Filippo Lippi, Botticelli, Ghirlandajo, Leonardo, Titian, Durer, Rubens, Rembrandt, Raphael, and others almost as famous. In the Tribuna room are the Medici Venus, The Wrestlers, the Knife Sharpener, the Young Apollo and a Satyr playing on a cymbal—marble productions the world places in the first rank. The first named is attributed to Cleomenes, who lived in the fourth century, B. C.

The cathedral begun 600 years ago is not yet fully completed; it has a dome almost equal to St. Peter's at Rome; it is an immense building, and is decorated on the outside with beautiful marbles of all sorts; near by is the oratory of the Misericordia, an order of brothers of charity founded in 1244, whom I have met twice in the streets. They were attired in black robes, and had white cowls covering their heads with holes for the eyes only. One of these occasions was in the night, and torches were carried, and a chant was sung as they marched along. The order was founded for carrying the dead to burial and the sick and wounded to hospitals. The king is an honorary member of the guild, which is held in high esteem; men of the aristocracy and from the common ranks consider it to be an honor to belong to it. If a person is injured by an accident, the bell sounds and they assemble for their work of mercy. Other towns and cities have copied this institution.

I have referred to the square or place called Piazza Signoria; it is a small square, but great events have taken place here. On one corner stands the Vecchi, once the fortress of the rulers; from the upper windows, one morning in April, 1478, the people gathered to see their archbishop and other eminent men suspended by the neck and declared as traitors. In May, twenty years later, they saw Savonarola burned here. In 1859 here was proclaimed the decree of universal suffrage for Tuscany.

Florence has had great political vicissitudes; first the Romans, then the Lombards, then the French (Charlemagne), then the Germans and the Popes; Guelphs and Ghibellines; the Medici; the Spaniards; the Austrians; the French (Napoleon); at last, Victor Emanuel made it the capital, and it is now one of the states of the Italian kingdom.

The Pitti Gallery is in the upper story of the king's palace. It is not large, but very rich;—500 pictures—it has the masterpieces. I will only mention the names of a few artists whose works are here. Raphael has twelve; Filippo Lippi painted the Round Madonna (copies seen everywhere); Ghirlandajo; Perugino; Titian has six; Andrea del Sarto; Guido Reni. This gallery, as well as that of the Uffizi, has numerous artists engaged in copying.

There is a great deal of work done here in marble on account of the nearness to the Carrara quarries. Among the sculptors is an American woman, Miss Zara Malcolm Freeborne, who has a studio at 26 Viale Filippo Strazzi. She undertook, as a



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child, to model figures in snow long before she knew there was such an art as sculpture. Then she painted portraits in oil with great success in Hudson, N. Y. Desirous of studying art, she became a pupil of Dr. William Rimmer, who was director of art in the Cooper institute. This man saw she had the sculptor's genius, and advised her accordingly; to him Miss Freeborne accords the highest praise as one great in theory and practice of sculptural art.

Coming to Florence nine years ago she has been busy with orders from America; one of her principal works is a marble altar, about twelve feet in height, for a church in Hudson; another is a marble monolith for the late Judge Miller—the abacus is supported by four angels; one at each corner; another yet in plaster is *The Spirit of the Mountain*. Certainly, Miss Freeborne exhibits inventive powers in a remarkable degree; an hour in her studio impresses one with the belief that she has the true artist's sense of beauty, and the power to realize this in pleasing, visible form.

I was curious to see the house of Dante; it is in a street named after him opposite the church San Martino; here it is said he was married. His house has been much restored. Some doubt the house, but a marble slab says he was born here in 1265. In the church of Santa Croce is a monument to him. When he was nine years old he saw Beatrice, and was inspired to write some poetry. She died at the age of 26, and he was inconsolable and immortalized her in his *Divina Commedia*. He was sent as an ambassador to the Pope; while absent, the party opposed to the party he belonged to came into power, and they demanded 8,000 lire of him for taking the office of ambassador from the other party. As he could not pay this he was banished. Then he set to work to complete his poem, and his work has been universally admired. He was buried in Ravenna.

Almost in sight from my windows is San Marco church, to which admirers of Savonarola betake themselves. Fra Girolamo Savonarola was born in 1452. He became a Dominican monk, began to preach, and was made a prior of San Marco monastery in 1490. His sermons were what we would probably call political; they were filled with fierceness, thunderings, and predictions; he directed them against oppression, idleness, excuses, and evil habits; he encouraged ideas of liberty and reform in the common people; he scourged the clergy for their laxness in morals. A party began to form opposed to the rule of the Medici who were then in power. He was excommunicated by the pope, and among the curious things that took

place was an agreement to submit the validity of the ex-communication to a trial by fire; one on each side was to walk in fire; God, it was said, would bring out, unscathed, the right side. A fire was kindled, a crowd collected, and then a dispute arose, which lasted until rain put the fire out. Savonarola was imprisoned in the Vecchio, tortured, condemned as a heretic, sentenced with two others to be hung and burned; this was done May 23, 1598; their ashes were thrown into the Arno. Savonarola was then 43 years of age. In 1516, Pope Leo X. visited the convent of San Marco, and granted an indulgence of ten years to each one who visited the cell of Savonarola; there is his wooden crucifix, his rosary, his old chair, his hair shirt, and a piece of wood from the pile on which he was burnt. People say that Savonarola was ahead of his times; he preached of liberty of conscience and thought; was for freedom, moral, religious, and political—but the times could not bear it. History looks on him as a forerunner of liberty, an apostle of progress, many years in advance of his time. But the time came at last.

Another house near me is the Trollope pension, where George Eliot wrote "*Romola*," which pictured Florence in the days of Savonarola. I went up in the hills on the left bank of the Arno, and visited the house with a tower, known as the "*Hawthorne house*," occupied by Nathaniel Hawthorne, and where he wrote much of the "*Marble Faun*." Near by is the house occupied by Mr. and Mrs. Browning, where the latter wrote many of her beautiful poems. Another day I took the electric cars to Fiesole—once one of the richest and strongest of the Etruscan towns; Florence was then of no account. It is now but a poor suburb with 4,000 inhabitants. It has a queer church, founded in 1028. Back of it an old, old theater has been excavated; the three arches of the entrance show that the architecture was very primitive. Here, too, are remains of the walls, made out of great blocks of stone with no mortar.

A. M. K.

Children's Games.

In the report of the Educational Society of Brookline, Mass., some excellent suggestions were made regarding children's games.

After recommending that the short time allotted to recreation be used strictly for that purpose, the report suggests that, beginning with the fall term, such games as the season and the material on hand will permit be put into practice. Teachers

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will be requested to prepare lists of games suitable to the various grades, and post them in their rooms. Older pupils should be instructed so that they may be able to supervise these games.

In order that the pupils may secure full benefit from the recreation hour, some direction should be given the method and manner of their play. It is hoped that by this means children who now stand and look on may be led to take part in the games.

An effort will be made to secure the necessary materials for these games, without expense to the town. A start has been made already, and the sum required is by no means large.

A Vacation Plan for Children.

A woman, whose home is in Denmark, some time since started a plan for giving children an enjoyable vacation, which has proved so popular that it is being adopted in all parts of Scandinavia. It is said that a similar plan is likely to be tried in Germany and France. This lover of children obtains from parents or teachers of the different cities and towns a list of children who would be benefited by spending some time in the country. At first this required weeks; but the work has now become so systematized that the names can be obtained in a day or two. The names of farmers and other country residents who would like to have their children spend their vacations in the city are obtained in like manner, and then a temporary exchange of children is made. Thus the city children have a taste of country life, while the country children have a chance to study all the interesting sights of the city. They make the journey alone, with their tickets pinned on their jacket fronts, under the protection of the railway guards, so learning to take care of themselves.

Choir of Fifty-Thousand Children.

On the occasion of Queen Victoria's visit to Sheffield in May, she was welcomed by a choir of 50,000 children. The demonstration was held in a park, and the children were so arranged that the royal cavalcade drove between the different groups. In order that Dr. Henry Coward, the conductor, might not stand back to the queen while the children were singing, he stood upon a high platform in a corner of the area in which the children were assembled. Dr. Coward used an immense baton at the end of which was a white flag. As he mounted the stand the bands placed here and there played a few bars, and the children burst out into singing a Diamond Jubilee Hymn. The volume of sound was not great but the tone was pure and sweet and in per-

fect tune. The children sang in unison, the bandmen supplying the harmony. They sang, besides the Jubilee Hymn, "Auld Lang Syne," "Home, Sweet Home," "Rule, Britannia," and the "National Anthem."

Raising Funds for an Annuity Guild.

Waltham.—The Trustees Massachusetts Teachers' Annuity Guild, that they may be able to pay full annuities immediately, have asked the members in each city and town in the guild to raise a certain portion of the necessary amount.

In order to raise their share, the Waltham teachers have published the course in "Plant Study," which has been in use for three years in the schools of Waltham.

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The book has 32 pages, with a substantial cover. It is ready for delivery, and any number of copies can be furnished. The price for any number of copies to six by mail will be 30 cents per copy, postage paid. For any number of copies over six it will be 25 cents per copy, express to be paid by the purchaser. All orders should be addressed to Henry Whittemore, superintendent of schools, Waltham, Mass.

School dress of Girls.

Miss Della Lockwood, of the Mount Vernon school for girls, recently said, regarding the dress of school children:

"I am much gratified at the interest parents are taking in this subject. I find now that there are few corsets, few high-heeled shoes, and a large proportion of sensible gowns worn by the girls. If I were to make suggestions for school dress, I should say that it would be advisable to have light materials. Light garments of serge or cashmere should be worn, and clothes of extra warmth for outdoors. Children dressed too warmly complain of the heat of the schoolroom, and ask to have windows opened, which is impossible. White aprons for little girls always keep them fresh and dainty. If it is inculcated that a soiled apron or hair ribbon shows a lack of



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refinement, they soon acquire habits of daintiness in the care of their clothes. One thing I should like to emphasize is that it is unfortunate that children are obliged to wear out clothes which were made for 'best' in the school-room. It would seem to be much better to give them away to poorer relatives and keep always simple gowns for every-day wear."

Hard Times for Teachers.

During the hard times soon after the close of the civil war, teachers' salaries were much smaller than they are now, meager as they are still in many parts of the country. When work was in small demand wages were low and provisions were very high; when a yard of calico was sixteen cents and dress goods from \$1.50 to \$2.00; then some teachers were paid as little as \$3.00 a week for primary work, and \$4.00 for intermediate.

Brief Notes of Real Interest.

The "Buffalo Courier" publishes the following school yell of one of its kindergartens. It has been the general opinion heretofore that the kindergarten yell was a song without words, but perhaps there is more than one kind:

B, a, bay; B, y, bee;
Muzzer's precious kids are we!
Eenie, meenie, meinie mo!
Kindergarten! Buffalo!

The new Easmus Hall high school in Brooklyn is fortunate in having the most beautiful and extensive grounds of any public school in the Greater New York. The principal, Dr. W. B. Gunnison, is fully alive to the opportunity for outdoor exercise and encourages it among the boys and girls equally. Miss J. H. Bancroft, director of physical training in the Brooklyn schools, is also eager to make the most of these advantages and has inaugurated a number of games that call for active exercise and much merriment.

Pottstown, Pa.—The public schools have prepared, to be sent to the Pottsville schools, photographs of nail-making machinery, with specimens of the nails and an essay on the details of their manufacture. In return, it is expected that a description of the mining operations in Pottsville will be sent here.

South Bethlehem, Pa.—Prof. William S. Franklin, of Iowa State university, is to succeed Prof. Harding as professor of physics and electrical engineering at Lehigh university. Prof.

Franklin was, at one time, fellow in physics at Harvard, and has studied physics and mathematics in Berlin. He has published, in connection with Prof. Nichols, of Cornell, "The Elements of Physics," in three volumes, in addition to many professional papers.

New Rochelle, N. Y.—At the closing exercises of Trinity church day school, June 18th, a charming little operetta, by Hardcastle, "Sing a Song of Sixpence" was given. The king in his counting-house, the queen beside a pot of honey, the garden scene were portrayed with effective costumes and admirable singing. The program also included recitations in French and German, and from Stevenson's and Fields' poems.

Harper & Brothers, of New York, have acquired the business conducted in London under the firm name of Osgood, McIlvaine, & Co. The firm of Harper & Brothers, by this move, come into possession of one of the best established publishing houses in London, obtaining several very valuable copyrights; among them those of the late George Du Maurier.

Those who are opposed to vivisection will find much of interest in the little "Monthly" issued by the New England Anti-Vivisection society, of Boston. They should particularly note "An Appeal to Anti-Vivisectionists" in the June number.

Pawtucket, R. I.—The board of aldermen has adopted an ordinance to regulate cases of habitual truancy in accordance with the general laws of the state.

Hartford, Conn.—The proposition has been made that an unpaid commission be appointed, with the sanction of the state, to consider the question of providing better high schools in some of the towns of the state.

Providence, R. I.—A table prepared for the purpose of comparing the cost of education in Providence with that of other cities, shows the following results as the expense for each pupil: Madison, Wis., \$23.16; St. Louis, \$23.40; Detroit, \$23.89; Albany, \$24.54; New York, \$24.76; Milwaukee, \$25.46; Brooklyn, \$26.44; Buffalo, \$27.00; Philadelphia, \$27.46; Lowell, \$31.50; Springfield, Mass., \$31.18; Worcester, Mass., \$33.33; Washington, D. C., \$29.00; Cleveland, \$29.03; Columbus, \$29.44; Omaha, Neb., \$29.77; New Haven, Conn., \$30.18; Chicago, \$31.50; Springfield, Mass., \$31.18; Worcester, Mass., \$33.33; Boston, \$34.13.

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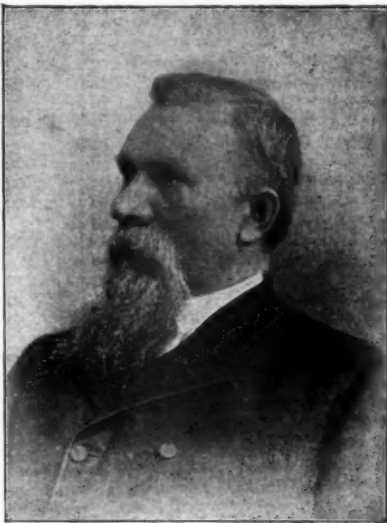
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Educational Exhibit at Milwaukee.

Readers of *The School Journal* will remember the efforts made last year to secure a really representative national educational exhibit in connection with the Buffalo meeting of the N. E. A. A number of leading publishing firms became interested and an association was organized to inaugurate a plan of this kind. The local committee of the N. E. A. at Buffalo upon receiving full information of the proposed exhibit appropriated it and made it serve as a source of revenue.

In spite of this disappointment the Educational Exhibit Association decided to keep up its organization, and now consists of the following firms: American Book Co., Franklin Publishing Co., Harper & Bros., E. L. Kellogg & Co., Silver, Burdett & Co., Leach Shewell & Sanborn, C. W. Bardeen, New England Publishing Co., D. Appleton & Co., Ginn & Co., D. C. Heath & Co., Maynard, Merrill & Co., University Publishing Co., Werner School Book Co., Williams & Rogers, Bemis Publishing Co.

In January and again in March of this year the association applied to the local committee of the N. E. A. at Milwaukee, asking permission to take entire charge of the educational exhibit, and promised to use its best endeavors to make it the best ever held in this country, and to secure special displays that could not otherwise be obtained. The committee decided, however, after due consideration, that they would take charge of the exhibit themselves, and made it a means of revenue. In justice to the committee it may be said that the cost of space has been made low and that the rules adopted are in the main fair. Still the indications thus far are that the exhibit will fall far short of what it might have been if the original plan had been adopted.

It was the purpose of the Exhibit Association to employ an expert organizer to see personally all the firms, that this exhibit might be made so attractive as to insure a much larger attendance of members of school boards of the United States than has ever yet been obtained.

It is evident that sufficient inducement has not been made to get exhibitors to Milwaukee. Unfortunately the invitation to exhibit contained a polite suggestion that the space be paid for in advance. Could a strong effort have been made to induce members of school boards to be present, as well as superintendents and principals, there would have been far more energy manifested on the part of manufacturers toward making the exhibit a success. Below is given a list of firms who have so far signified their intention of exhibiting. It is encouraging to note that the exhibit will be far more extensive than that held at Buffalo last year. But while nearly all the school book publishers are to be represented, there are some notable exceptions in all departments. Thus there are among the firms "not exhibiting": the Boston School Supply Co., Lee & Shepard, Thompson,

Brown & Co., Harper & Bros., Longmans, Green & Co., Chas. Scribner's Sons, Sheldon & Co., William Wood & Co., John Wiley & Sons, E. H. Butler & Co., Eldridge & Bros., David McKay, Sower & Co., all important firms. Of the manufacturers of school furniture only the Manitowoc and the West Michigan Seating Companies are represented. Where are the United States School Furniture Co., Thomas Kane & Co., the Cleveland School Furniture Co., the New Jersey, Haney, the Grand Rapids Seating Co., Durant Desk Co., Piqua School Furniture Co., Bobrick, Chandler, Perry, of Boston, and many others?

But three of the twenty-five manufacturers of school apparatus are to be represented, as follows: Central School Supply Co., R. L. Robbins & Co., Crowell Apparatus Co., and J. B. Colt & Co. Such important firms as the Franklin, Ritchie, Thompson, Ziegler, of Boston, Becker, Beseler, Eimer & Amend, Keuffel & Esser, McAlister & Co., Richards & Co. of New York, and Queen & Co., Bullock & Crenshaw, Milligan, of Philadelphia, have not been heard from. Ward of Rochester could make an exceedingly valuable and instructive exhibit.

Kindergarten supplies will be exhibited by the Milton Bradley Co., and Thomas Charles, of Chicago; globes, by Rand, McNally & Co., and W. H. Holbrook, of Connecticut; typewriters, by the Remington, Densmore, and the Hammond manufacturers. The Smith Premier and the Caligraph are not represented. The Holden Book Cover Co. will be on hand as usual.

Of the music publishers only the John Church Co. and Novello, Ewer & Co. will exhibit. The Ditsons might have furnished a large and attractive exhibit if a special effort had been made to secure it.

Pens and Pencils; the Dixon Pencil Co. and possibly Joseph Gillott & Sons.

School Supplies: the Caxton Co. and W. L. Olmstead only. There are at least thirty-five other manufacturers who should be among the exhibitors.

Blackboards: none.

Dictionaries: Webster's (Merriam Co.) and Worcester's (Lippincott.)

Flags: Only one, American Flag Co., Easton, Pa., out of seven leading manufacturers will exhibit.

Collections of Minerals would make a fine exhibit but none of the large dealers will be present.

School bells: Not one of seven leading manufacturers will be present.

Diplomas: Ames & Rollinson, of New York, have engaged space.

Heating and Ventilating: There are fully forty manufacturers who make such apparatus for schools, yet only one firm has thus far applied for space, viz., the Cincinnati Heating and Ventilating Co.

School Clocks are to be represented by Fred Frick and the Pneumatic Clock Co.

The following are the list of firms who have engaged space for exhibits up to June 21:

EDUCATIONAL PUBLISHERS		MILWAUKEE		DIPLOMAS	
American Book Company	New York	Columbus, O.	Ames & Rollinson	New York	
Appleton & Co., D.	"	Rochester			
Harrison, William B.	"	Chicago	DUPLICATING APPARATUS		
Holt & Co., Henry	"	"	Dick & Co., A. B.	Chicago	
Jenkins, W. R.	"	Madison	FLAGS, MEDALS, BADGES, etc.		
Kellogg & Co., E. L.	"	New York	American Flag Co.	Easton, Pa.	
Maynard, Merrill & Co.	"	Cincinnati	KINDERGARTEN MATERIAL		
MacMillan Co.	"		Charles & Co., Thomas	Chicago	
Morse Co., The	"		Milton Bradley Co.	Springfield	
University Publishing Co.	"		MAPS, GLOBES, etc.		
Allyn & Bacon	Boston	Springfield	Rand, McNally & Co.	Chicago	
Educational Publishing Co.	"	New York	PENS, PENCILS, AND INK.		
Ginn & Co.	"	Manitowoc, Wis.	Gillott & Sons, Joseph	New York	
Heath & Co., D. G.	"	Chic	Joseph Dixon Crucible Co.	Jersey City	
Houghton, Mifflin & Co.	"		PROGRAM CLOCKS		
Frang Educational Co.	"		Fred Frick	Waynesboro, Pa.	
Silver, Burdett & Co.	"		Pneumatic Clock Co.	Chicago	
H. R. Pattengill	Lansing, Mich.		TYPEWRITERS		
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Flanagan, A.	Chicago	Windsor Forks	Densmore Typewriter Co.	"	
Goodyear Publishing Co.	"	Chicago	Remington Typewriter Co.	"	
King-Richardson Co.	"		United Typewriter Supplies Co.	Milwaukee	
Rand, McNally & Co.	"	New York	SCHOOLS		
Robbins, Alfred L. Co.	"	Cincinnati	Chicago Kindergarten College	Chicago	
Valle, E. O.	"	Indianapolis	Milwaukee Downer College	Milwaukee	
Werner School Book Co.	"	Milwaukee	German Eng. Academy	"	
Scott, Foreman & Co.	"		Mrs. F. N. Crosby, Public Cooking Sch.	"	
Mumford, W. N.	"				
Practical Text-Book Co.	Cleveland				
School Education Co.	Minneapolis				
Lippincott, J. B.	Philadelphia				
Williams and Rogers.	Rochester				
		Zuin Book and Stationery Co.			
		Irish, Frank V.			
		Educational Gazette			
		Educational Union			
		American Illustrated			
		Wisconsin Journal of Education			
		MUSIC PUBLISHERS.			
		Novello, Ewer & Co.			
		Church Co., John			
		BOOK COVERS			
		Holden Patent Book Cover Co.			
		W. B. Harrison			
		SCHOOL FURNITURE			
		Manitowoc Seating Co.			
		Rowles, E. M. A.			
		West Minnesota Seating Co.			
		DICTIONARIES			
		Merriam, G. & C.			
		Holbrook, C. W.			
		SCHOOL APPARATUS, PHYS. AND CHEM.			
		Chicago Laboratory Supply Co.			
		Olmsted Sci. Co., W. A.			
		Colt & Co., J. B.			
		Cincinnati Vent. & Heat. Co.			
		Crowell Apparatus Co.			
		Johnson Electric Service Co.			
		SCHOOL SUPPLIES			
		Central School Supply Co.			
		Standard School Supply Co.			
		Caxton Co., The			

Five Important Periodicals for Teachers.

The volume of *The School Journal* closing with this number has, in many respects, proved more helpful to teachers, and more satisfactory in every way than any volume issued hitherto. The list of contributors has been greatly strengthened by the addition of writers from all parts of this country, from Canada, and from England.

For the coming year plans have been made to increase still further the helpfulness of this periodical. Aid has been promised by superintendents, principals, and teachers in all departments of school work, from members of boards of education, publishers of text-books, manufacturers of school supplies, and school architects. Much valuable material has already been obtained, and the assistance of our best educational writers has been promised for the coming school year.

The monthly correspondence number will be made more prominent than has been the case thus far. Letters from special correspondents in all the great centers of educational activity will keep our readers in touch with the local school systems throughout the land. These letters will give reports of important associations, plans for conducting teachers' meetings, new departures in school work, details of school management, etc. The practical helpfulness of these letters is so constantly attested that a special effort will be made to have this department made of more and more importance.

Digests of valuable educational articles published in the journals and magazines of this country, France, Germany, and England will be presented. It is purposed to devote one number each month to these, that the readers of *The Journal* may obtain a comprehensive view of what is being done along educational lines throughout the civilized world.

The plans and methods of the best schools of every kind will be published from time to time. Exchange of experiences that have been successful is always desired, and these will be supplemented by suggestive articles from competent teachers, whose judgment in school matters is of acknowledged weight.

The Teachers' Institute is the working teacher's vade mecum. It is issued monthly, and is, perhaps, the most popular teachers' magazine published in any language. The most approved methods for teaching the various branches are fully explained and discussed, and devices furnished that will aid teachers to keep their pupils busy and happy. The plans laid out for the new volume beginning with the September number will make this magazine indispensable to all who want to be successful teachers—and who is so dead as not to wish to be among them?

A careful study has been made of the requirements in all divisions of school work, from the first primary year to the high school, and a complete course of study has been laid out, in order to make sure that every problem will be considered which is likely to arise in the daily practice. The course of study is based upon the propositions made by U. S. Commissioner Harris and other eminent educators in the famous report of the "Committee of Fifteen" on elementary studies, and also upon the courses suggested for the states of Massachusetts and Illinois.

School management will always remain a source of difficult problems. How to keep order, how to stimulate effort, these and the many other subjects of discussion in this department will receive careful consideration. The most successful teachers have been invited to contribute from their rich store of experience, and a strong series of articles may be looked for.

The department of recitations, dialogues, and special day exercises will be edited by Miss Alice M. Kellogg, editor of the popular series of "Kellogg's Special Day Books." Exercises and suggestions for celebrations of all the special holidays of the year, and other events of national interest, will be provided for on a more liberal scale than ever before, and early enough to give ample time for preparation.

The department of "Teachers' Examination Questions" will be continued in a greatly improved form. All the questions used in the New York state uniform examinations will be published with correct answers.

It would require too much space to describe all the particularly attractive and useful features for the new volume of *The Institute*. Suffice it to add only the list of the beautiful and decidedly helpful charts that will be sent free to regular subscribers during the year.

Many young teachers would be glad to know of these splendid features, and would thank you for having called their attention to *The Institute*.

The publishers have been trying for a long time to find some way of presenting to the readers of *The Institute* charts in colors. By means of the new process of color photography and the addition to our plant of a fine color press, the following splendid list of charts for 1897-'98 will be presented to all subscribers, the price of the magazine still remaining just \$1.00 a year. The list includes: The Bee and Her Workshop, size, 18x27 inches; Robin, Woodpecker, and Butterflies, life size,

in color photography; Squirrels, Red and Gray, in color photography; Portrait and Home of Men Famous in American History or Literature; Physiology Chart of the Five Senses; Portrait of Washington; Parts of a Flower in colors; Birds of Spring, in color photography; Dispersion of Seeds in colors.

As can be readily seen, the charts above are double the cost of the paper. Subscribers will receive them free. They can be purchased separately, at a cost of from 10 to 15 cents each.

The Primary School, as its name implies, is a magazine for the teachers of little children in the first four years of school life. It is edited with great care, to provide everything that can be of aid in instructing, amusing, and helping these children in their growth.

Few people, aside from the primary teachers themselves, realize the difficulties that arise in connection with the teaching of little children. This foundation work is so important, and there are so many questions which it is found almost impossible to answer, that the teacher is apt to become thoroughly discouraged. Just these needs of the teacher will be met by *The Primary School*. Those who have given a lifetime to work with little children are among the regular contributors, and the primary teacher will find just what she requires in the pages of this magazine.

Publishers, editors, and teachers are all laboring for the same end, and, consequently, all are friends. Any questions about which subscribers are in doubt may be submitted and will be gladly answered in the magazine, and any new plans that teachers have formed which have proved a success will be welcomed.

The cry of the primary teacher is for busy work; this need will be supplied by the aid of teachers long experienced in primary teaching, and many things that are quite new will be provided along this line.

Special attention will be given to exercises for Friday afternoon, and poems appropriate for recitation by little children will be furnished every month. There will be many articles on the way to teach reading, writing, arithmetic, and the other studies of the primary school, and many special helps will be given in the way of object lessons, stories, and myths. All that has been said above of *The Teachers' Institute* applies to *The Primary School*, save that the latter refers simply to the first four years of the child's school life.

A delightful children's paper, called "The Lilliputian," providing matter for supplementary reading is furnished with each number. Last year the series of nature studies in "The Lilliputian" proved so helpful and so popular that similar work in nature study will be given in the future.

The eighth volume of *Educational Foundations* was completed with the June number. The purpose of aiding earnest teachers and students of pedagogy to gain a deep insight into the problems of education has been consistently carried out. Only the very best matter obtainable has been used and *Educational Foundations* has helped to the achievement of a higher class of work and to the preparation for positions of increased responsibility on the part of educators. With the ninth volume, which begins with the September number, a copy of Payne's "Lectures on the Science and Art of Education," will be sent free to every subscriber. There is probably no book in the English language in which the principles of education are more clearly set forth and explained than in this work.

Students of education and all who are interested in pedagogical study will receive upon request a circular explaining more fully the plans for the coming year.

The idea is growing more and more, that our schools should fit the pupils for intelligent citizenship; that the children should be taught to discriminate between the good and the worthless in periodical publications, and between true and false ideas in government. How can this be done more effectively than by the systematic study of current events? Would you give the child the average daily paper, with its grain of valuable matter and its pound of scandal and crime? You might as well ask him to choose the morsel of food out of a collection of poisons. The news should be thoroughly sifted before being presented. But most teachers have not time for this work, and neither has it been necessary since the publication of *Our Times*. This little paper aims at three things: 1. To give a clear, condensed account of the leading events of the month, throughout the world; 2. to present the leading facts in science, industry, and geographical discovery; 3. to answer such questions in civil government, current topics, etc., as are of general interest. So useful has *Our Times* been found that names have been added to the subscription list by thousands. It is read alike in the school and the home, and among teachers who wish to keep posted on current history. The next number, to be issued in September, will be an unusually fine one.

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Among the notably successful publications of the last year is

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New York City Board of Education.

The board of education adopted the proposed new manual training course at its meeting Wednesday afternoon. The new course begins in the fourth school year—at present the eighth grammar grade—and continues through the seventh year—at present the second grammar grade. It provides as follows:

THE NEW COURSE IN MANUAL TRAINING.

During the fourth year and the first half of the fifth year $1\frac{1}{2}$ hours per week are required to be given to free-hand drawing, 1 hour to designing and color work, 1 hour to paper developments and working drawings and $\frac{3}{4}$ of an hour to modeling. In the second half of the fifth year and the first half of the sixth $\frac{3}{4}$ hours per week are given to free-hand drawing, $\frac{3}{4}$ hours to designing, color, and working drawings, $1\frac{1}{2}$ hours to shop work, and $\frac{3}{4}$ hours to modeling. In the second half of the sixth year and in the seventh year $\frac{3}{4}$ hours per week are given to free-hand drawing, $1\frac{1}{4}$ hours to designing, working drawings, and inventional geometry, $\frac{3}{4}$ hours to modeling and $1\frac{1}{2}$ hours to shop-work. These are the requirements for the male departments. The female departments substitute sewing for paper developments and working drawings in the fourth year and first half of the fifth year, sewing for shop-work in the second half of the fifth year and first half of the sixth year, and cooking for shop-work in the second half of the sixth year and in the seventh year. Departments without shops or kitchens substitute advanced sewing, designing, and modeling for shop-work and cooking.

The board also adopted the proposed general course for the first three school years—now constituting the primary grades.

TEACHERS' RETIREMENT FUND.

It was voted to retire the teachers named last week as recommended for retirement by the committee on instruction. The teachers so retired have been drawing salaries aggregating \$10,786 annually and will be retired upon pensions aggregating \$8,306 annually. The committee in charge of the retirement fund reported that the fund is now receiving about \$50,000 annually and paying out \$75,000. It is under-

stood that the committee is planning to make a study of European systems of pensioning teachers with view to formulating a plan whereby the retirement fund may be placed upon a permanent and substantial basis by the beginning of another year.

THE THIRD HIGH SCHOOL SITE—CLASS ROOMS IN NEW SCHOOL BUILDINGS.

The board voted to acquire the site on the north side of East 166th street, running from Boston road to Jackson avenue, for the third or mixed high school. The plot will cost about \$100,000. It was also voted to appropriate \$59,934 for a new public school building at the intersection of Andrew and Burnside avenues, Morris Heights. The report of the committee on buildings recommending that class-rooms in all new school buildings to be erected be constructed to accommodate not more than 40 pupils in the grammar grades and 50 in the primary grades, was adopted.

TEACHERS TO BE FINED FOR LATENESS.

The proposition of the committee of instruction to fine teachers for lateness was adopted. Teachers and principals must now be present at 8.30 A. M. and be in the class-room or at other assigned duty by 8.40. "At the end of each month the principal shall make a special report of lateness of teachers, including that of the principal, which shall contain the name of each one arriving after 8.30 A. M., the number of times late, and the time lost on each occasion. Such record of lateness shall be made a part of the record in determining merit and fitness. In the preparation of the pay-rolls the principal shall make deductions for lateness as follows: For time lost after 9 o'clock such proportional part of the daily salary as the time lost bears to the school day of 360 minutes; and for time lost between 8.40 A. M. and 9 A. M. one thirty-sixth of the daily salary for each five minutes or fraction thereof so lost on any day or days."

The following was also adopted:

"When any principal or teacher shall be charged with insubordination, infliction of corporal punishment or other violation of or failure to comply with the by-laws or regulations of the board of education, such charges shall be heard before the committee on instruction and the principal or teacher, if found guilty of such charge, may be reprimanded,

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Hegel's Educational Ideas—Bryant,	-	-	-	-	-	.60
Jackman's Nature Study Record,	-	-	-	-	-	.60
Beebe's First School Year,	-	-	-	-	-	.75

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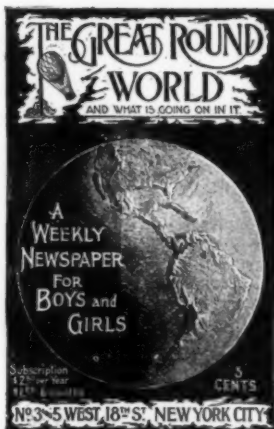
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NO POLITICS WANTED IN THE PUBLIC SCHOOLS.

The committee on instruction exonerated Principal Boyer of an alleged violation of the by-laws in allowing certain speakers to address the children of G. S. No. 87, in which references were made to the desirability of independence of Cuba, but recommended against political addresses in the schools in the following resolution the substance of which the board directed to be incorporated into the by-laws:

"The committee disapproves of permitting addresses to be made to the pupils at any school during school hours on topics not strictly germane to educational matters, and is of the opinion that in any exercise intended to inculcate feelings of patriotism great care should be taken not to interject into such exercises matters bearing directly or chiefly upon domestic or international politics or tending to divert the minds of the pupils from the scholastic exercises of the day, and that no such exercises should be permitted during the hours prescribed by the by-law of the board for other occupations and duties of teachers and pupils."

OLD LICENSES MAY BE REISSUED.

It was voted to give Supt. Jasper authority to renew or reissue licenses to teach that have ceased to be valid, upon satisfactory evidence of successful teaching by the applicant in schools other than New York city public schools during the period of discontinuance of service in the city schools. The superintendent was also given authority to allow graduates of 1897 of the Normal college to substitute during the present month in the public schools without special examination.

A letter from the commander of the nautical school ship, St. Mary's, dated June 23, from New London, Conn., reported all well on board, with the following itinerary for the school-ship: Leave New London on June 23 for Fayal; leave Fayal July 15 for Lisbon; leave Lisbon July 31 for Gibraltar; leave Gibraltar Aug. 14 for Madeira; leave Madeira Aug. 30 and arrive at Glen Cove, L. I., Oct. 1. The address of the school-ship is care of B. F. Stevens, U. S.

Despatch agent, No. 4 Trafalgar square, London, England.

SITE FOR THE CITY COLLEGE.

At the meeting of the trustees of the city college, immediately following the board of education meeting, it was decided inexpedient to adopt Mayor Strong's suggestion to use the old site of Columbia college, and the trustees proceeded to consider the proposed \$469,250 site between Amsterdam and Edgecomb avenues and 138th and 140th streets.

It was announced that at the next meeting of the board of education a new assistant superintendent in place of Addison B. Poland, resigned, would be elected.

A long discussion took place over the question of locating a new public school on West 89th street in the same block with a proposed stable of the street cleaning department, the board finally voting nine to seven that it did not consider a stable of the street cleaning department more objectionable than a private livery stable, but refusing by the same vote to declare in this particular case that the street cleaning department's proposed stable is objectionable from a school point of view.

The manual training teachers' meeting will be held on July 1 and 2 at primary school No. 76, under direction of Dr. James P. Haney, supervisor of manual training, New York city. A very strong program has been arranged, and a number of excellent speakers will give addresses: Thursday morning, July 1, introductory address, Dr. James P. Haney; Motor Elements in Education, Prof. Edward R. Shaw, school of pedagogy, New York university; Sewing in the Public Schools, Miss Anita W. Earl, normal school, New York; The Correlation of Science and Handwork, Mr. Clarence A. Meleney, assistant superintendent of schools, New York city; Alternative Courses for Shop Work, Prof. Chas. A. Bennett, Teachers college, New York city.

Friday morning, July 2, Progress of Manual Training, Dr. Henry M. Leipziger, supervisor of free lectures, New York city; The Artist Artisan, Mr. James Hall, director of drawing, Springfield, Mass.; Manual Training and Mental Habits, Dr. Frederick Montaser, Ethical Culture school, New York city; The Training of the Sewing Teacher, Mrs. Mary D. Woolman, Horace Mann school, Teachers' college; A Successful Experiment, Mr. William W. Locke, New York City Truant school.

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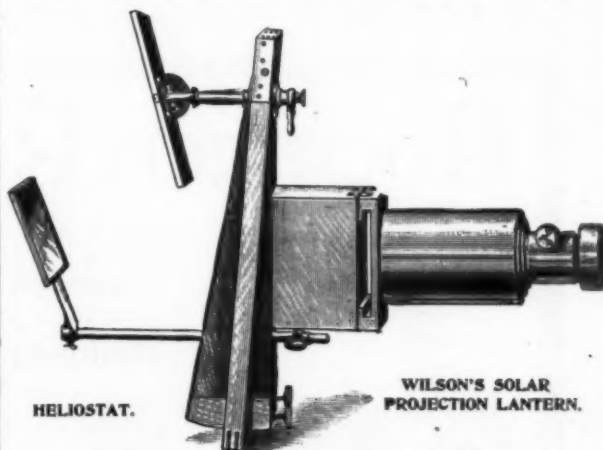
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Topics of the Times.

The celebration of the sixtieth anniversary of the accession of Queen Victoria to the crown of Great Britain was entered into with the greatest enthusiasm. The religious services were impressive, and the journey from Windsor to Buckingham palace was marked by repeated evidences of loyalty and affection on the part of the people. In Buckingham palace, the special ambassadors of the nations were received. Her majesty was especially cordial to Whitelaw Reid, the special ambassador of the United States, and Gen. Nelson A. Miles, and Rear Admiral J. N. Miller. Among the other special representatives were Gen. Davoust, of France; Prince Albert, of Prussia, Germany; Grand Duke Sergius, Russia; Archduke Francis Ferdinand, Austria; Prince and Princess of Naples, Italy; Mgr. Cesare Sambucetti, from the Pope; Prince Eugene, Sweden and Norway; Prince Ferdinand, Roumania; Crown Prince Mahit, Siam; Min Yong Hoan, Corea; Chan Ting Huen, China; Prince Arisugawa, and a suit including Marquis Ito, Japan; Prince Mohammed Ali Khan, Egypt; and many others. The grand procession in London took place June 22. The world has scarcely ever seen the equal of this celebration for the size of the crowds and the profuseness of the decorations. Troops from all parts of the British empire took part.

An attack on government troops on the northern boundary of British India was made recently. The government forces were met in the Tochi valley by overwhelming numbers and compelled to retreat. Twenty-eight men were killed, and about the same number wounded. An expedition to punish the natives will be fitted out.

Work has been begun on another East river bridge at Delancey street, N. Y. This is said to be only the beginning of a series of structures that will be erected across the East river in the next twenty years.

Barney Barnato, the South African diamond king, committed suicide recently by jumping into the sea from the deck of a British steamer, near the Madeira islands. He was the owner of mines of vast wealth, all acquired within the past few years.

In his recent speech at Cincinnati Secretary Gage declared that the gold standard must be maintained, that steps will be taken to this end, and that he believes Congress will pass the necessary measure to this purpose. He thinks that a currency commission should be authorized and appointed at once.

Until Nansen reached 86° 14' N., 95° E. (within 226 miles of the Pole), Gen. A. W. Greeley had held the record of arctic exploration, with 83° 24' N., 41° W., made by his expedition in 1882. It is really pleasing to our better selves, therefore, to find the American explorer paying so hearty a tribute to his more successful Norwegian colleague (who beat him by just 170 miles), in the "Month." Gen. Greeley's review in that periodical is authoritative; yet we can still flatter ourselves with the fact that "although magnificently distanced by Norwegian efforts, there remains to America the credit of the most northerly known land, Cape Washington."

Students of science will be interested in the substitution of a gun for a baseball pitcher, which was recently tried successfully at Princeton, N. J. The gun was placed in the pitcher's position and connected with the batsman's plate by an electric wire. By stepping on the plate, the batsman, by means of the electrical connection, caused the hammer to fall on a small cartridge, whose explosion gave impetus to the ball. The necessary whirling motion was given the ball by a hand-like apparatus. All sorts of curves such as baseball pitchers produce are caused by this machine. It was not so long ago that scientists denied that pitchers could give a curve to a ball; now it is done with a machine. Surely the world moves.

The Iowa, the heaviest and largest of the battle ships of the U. S. navy, was commissioned June 16. She is 360 feet long, has a maximum beam of 72 feet, 2½ inches, and draws, when fully laden, 26¾ feet of water. The armored belt of the hull

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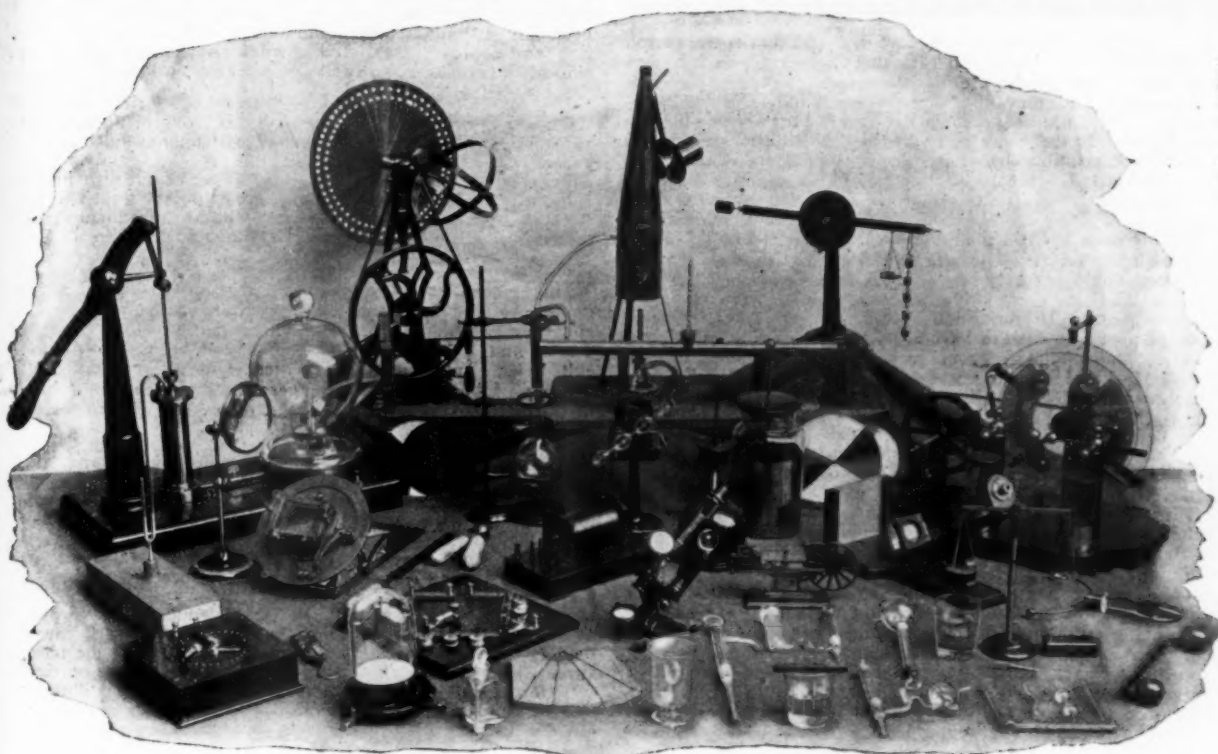
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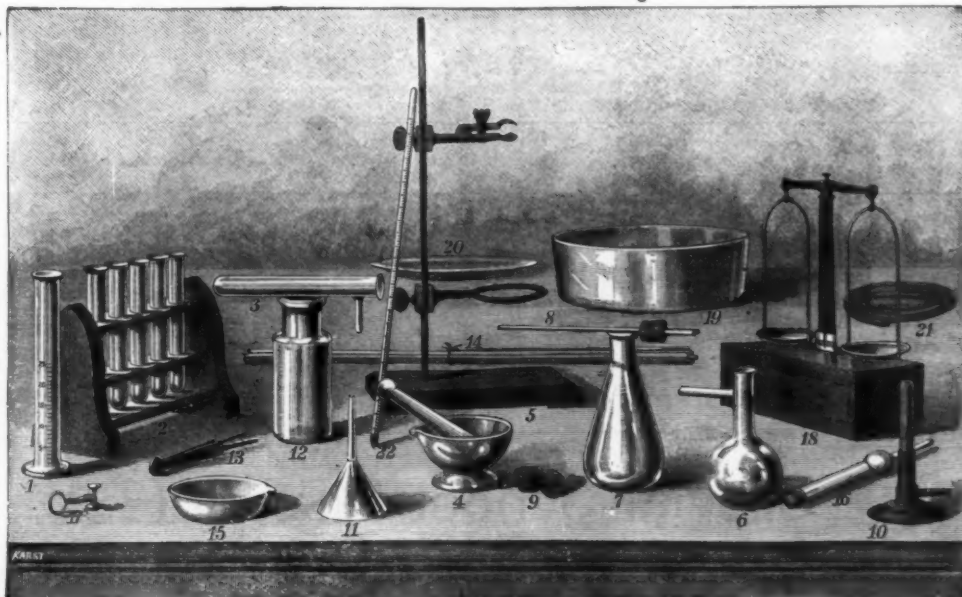
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Books.

"A thing of beauty is a joy forever," and that is the reason why the verses of John Keats, that the critics of his time scoffed at and derided are now considered the masterpieces of literature. The stones that the would-be builders of our literature rejected are now among the chief stones in our literary structure. Is there any one with the least particle of poetry in his composition that can escape the witchery of the "Eve of St. Agnes," "Isabella," "Lamia," "Ode to a Nightingale," "Ode to a Grecian Urn," the sonnets, and other poems? This marvelous youth wrote a surprising amount of verse, considering his poor health and his early death. It is not all of the first quality, of course, but he was so good at the best that his poorest could not be very poor. A fine, complete edition of "The Poetical Works of John Keats," edited, with notes and appendices, by H. Buxton Forman, has been issued. Lovers of the poet who wish to have every scrap he wrote will find it here. The volume also contains a biographical sketch, by Nathan Haskell Dole, the criticisms of Leigh Hunt, the "Quarterly Review," etc. There is a portrait of Keats, and other illustrations. (T. Y. Crowell, & Co., New York.)

The same simplicity and condensation is observed in the recent volume of H. A. Guerber, "The Story of the Chosen People," as marks his other books for young people. The book is issued in the series of Eclectic School Readings, and the author aimed to tell the story of the Hebrews in such a way as to attract the attention and impress the minds of the young. He wishes to familiarize the children, be they Jewish, Protestant, Roman Catholic, or Freethinker parentage, with the outline of the story contained in the Old Testament, so that they can understand the allusions which appear even in juvenile literature, and can look with intelligent appreciation upon the reproductions of works of art which are now to be found in nearly all of our books and magazines. The book may be used to great advantage as a supplementary reader. It is embellished with numerous reproductions of famous paintings. (American Book Co., New York. 60 cents.)

In spite of the large amount of mediocre verse written by Wordsworth he ranks among the great poets (not the great-

est) of England. In his higher flights he reaches a high plane, and he suits certain moods and certain minds as no other poet can. Since his death his popularity has increased if anything, and edition after edition of his works have been called for. A finely bound well printed edition has lately been issued, with a long biographical and critical introduction, and copious notes. It has a frontispiece portrait of the author. (Thomas Y. Crowell & Co., New York and Boston.)

No. 100 of the Riverside Literature Series contains "Burke's Conciliation with the Colonies," one of the greatest speeches ever made by a member of parliament, and one that young Americans especially should read and study. It is edited by Robert Andersen, A. M., master of English in the Episcopal academy, Philadelphia. No. 101 is "Pope's Iliad, Books I., VI., XXII., and XXIV.," with an introduction, and the story of the Iliad and notes. (Houghton, Mifflin, & Co., Boston. 25 cents each.)

The student who is studying French and wishes an introduction to that fascinating writer, Balzac, can indulge his inclination by reading the volume containing "Le Curé de Tours, and Other Stories." These have been selected and edited, with introduction and notes, by Prof. Frederick M. Warren, of Adelbert college. There are strong pictures of life in the Latin quarter, in the Spanish war, etc. (Henry Holt & Co., New York.)

Children are imaginative—that all teachers understand, and their faculties can best be developed by stories. It is just as well in giving them these stories to furnish those that are valuable—that will teach ethical lessons, and be an aid to them when they come to study literature. The mythological tales of Greece and Rome are among the most valuable. In "Stories of Long Ago" Grace H. Kupfer has given many of these in a new dress. She has made them as simple and attractive as possible, avoiding an undue number of proper names—those stumbling blocks in the pathway of a young reader. Besides the prose descriptions, which are made more attractive by taking and picturesque titles, there are poetical selections from British and American authors. The illustrations are reproductions of photographs of famous art works. (D. C. Heath & Co., Boston. 35 cents.)

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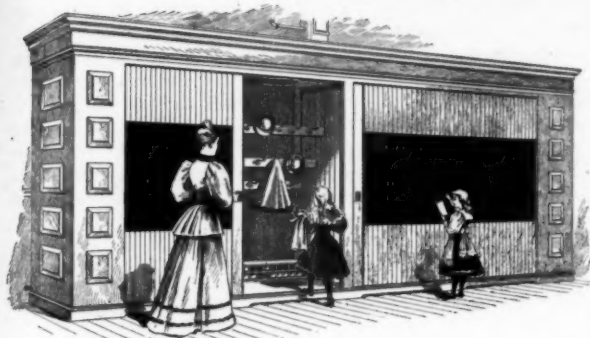
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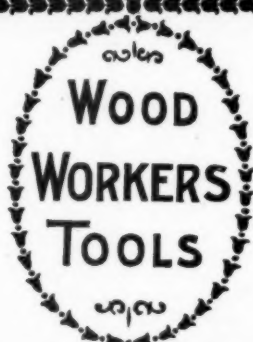
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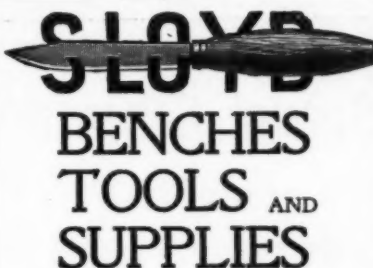
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Eugene V. Debs, who played such a prominent figure in the great railway strike some years ago, is at the head of a scheme to carry Edward Bellamy's "Looking Backward" plan out in practice. He is negotiating with the Central and Union Pacific in Utah, and with the Northern Pacific in Washington for land for his colonists, and estimates that in three months 100,000 men can be enlisted. Co-operation and community of interests will be the watchwords. Many labor leaders say his scheme is too Utopian for this selfish and sordid age.

Gen. Stewart L. Woodford, of New York, has been nominated by President McKinley for minister to Spain. He is a good lawyer, a famous orator, a soldier of the civil war, who rose from the ranks to the position of brigadier-general, and has been lieutenant-governor and congressman. He was also a member of the commission that drew up the charter of the Greater New York.

In 1872 the mongoose was introduced into Jamaica from India for the purpose of destroying the rats which infested the sugar canes. It increased in such numbers that most of the living species of the island were threatened with extinction. The marander ate poultry, lambs, and even fish, and snakes, lizards, frogs, and turtles almost disappeared. As a consequence, there arose another plague. Insects, like the ticks, which had been kept down by the snakes, increased so that men and cattle were almost overpowered by them.

Within the last year or two the mongoose has begun to be less plentiful, and it is found that he has fallen victim to the tick. Birds, and reptiles are beginning to appear again, the balance of life reasserting itself. The renewed depredations of rats are hailed as an advent of salvation.

First Sunday-School in the World.

In recounting the ministrations of John Wesley in Georgia, where the famous preacher sowed the first seeds of Methodism in America, the Rev. W. J. Scott, D.D., in the June "Ladies' Home Journal," claims that Wesley established the first Sunday-school in the world, at Savannah. In connection with his other labors, which were indeed prodigious, Wesley, soon after his arrival in Georgia, in 1736, began to provide for the Sunday-school instruction of the children of the parish. His devotion to children at times almost amounted to infatuation. Children were likewise equally attached to him, as shown in their intercourse with him. Both on week days and Sabbaths he gave no little attention to educational work. As a preliminary labor on the Sabbath, before the evening service, he required them to convene in the church, at which time he catechised them thoroughly, and furnished them with additional teaching from the Bible itself.

"In the present Wesleyan Memorial church, in Savannah, Georgia, there is a Sunday-school-room into which hundreds of children crowd for Sunday instruction. The original school was less in number, but it was unquestionably the first Sunday-school in the world. When taught by Wesley it numbered between sixty and seventy-five scholars, but from all accounts there were few, if any, Indian boys in his classes. A very high authority, Sir Charles Reed, M. P., LL.D., of England, is clearly of the opinion that this Sunday-school was the first founded in the world, and that it antedates by a half century the secular instruction of Robert Raikes, at Gloucester, England, as well as the first school in America, upon Raikes' plan, which was established in the city of New York."

The American Flag in England.

According to "Harper's Round Table," Nantucket has the distinction of being the first to send a vessel to England bearing the American flag. On the 3d of February, 1783, Captain Moore, in charge of the ship Bedford, of Massachusetts, arrived in the Downs, laden with whale oil and manned entirely by American seamen. From her mast floated the stars and stripes, seen for the first time in an English port.

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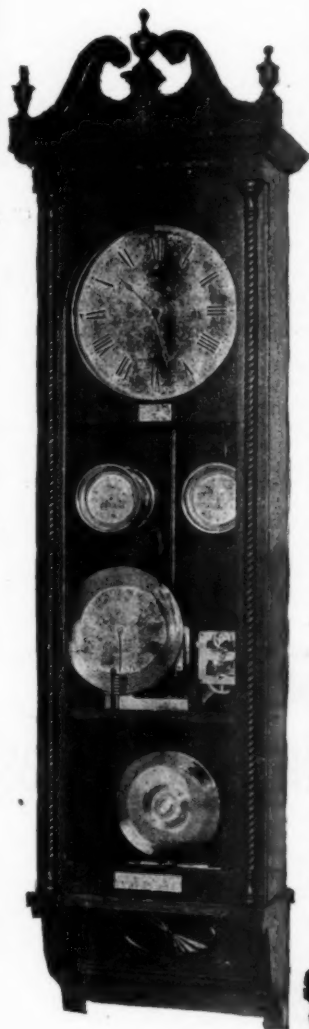
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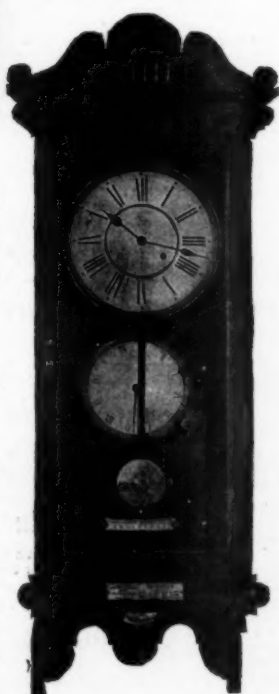
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Dr. Oliver J. Thatcher's "Short History of Medieval Europe" is an abridgment of a larger work, and is intended for use as a text-book in high and preparatory schools, as well as for the general reader who wishes, in a summary way, to acquaint himself with the progress of events during the Middle Ages (350—1500). The history is written from a broad and philosophical standpoint, and the young student can obtain from it a clear, general view of the field before beginning the special study of a period or country. The life of the people is given great attention; the descriptions of monasticism, feudalism, the church, the nobility, chivalry, etc., are of the highest value to the one who wishes to understand how modern society has developed. A number of maps show the political divisions of the continent at different times. (Charles Scribner's Sons, New York. \$1.25, net.)

The history of the civil war has been made the subject of many volumes and parts of volumes, yet we venture to assert that "A Bird's-Eye View of Our Civil War" by Theodore Ayrault Dodge, is different from all of them. It is intended to give the reader an idea of the various campaigns from the soldier's standpoint. The author has made great efforts to be accurate and fair, and hence numerous volumes have been consulted. His aim has been to tell the truth and show why this campaign succeeded and that one failed, and how the whole was finally rounded up with Grant's crowning success at Appomattox. Maps of sections of the country and diagrams of battles are numerous. In the latter the natural features of the country are given, the roads, the railroads, and the positions of different commanders. In fact, the book is a military history of the war in miniature, but so presented that the no-professional reader can readily understand it. (Houghton, Mifflin & Co., Boston.)

"The Knave of Hearts; a Fourth of July Comedietta" by Albert Lee is a picturesque costume play in one act, designed for Independence Day celebrations, in which the kings,

queens, and knaves of hearts, spades, diamonds, and clubs, and the joker, take prominent parts. The costumes and accessories are easily arranged, and by introducing the minor cards of the pack as courtiers and attendants the spectacular effect may be greatly increased. Especially adapted for outdoor celebrations and summer fetes, festivals, and school entertainments. Seven full-page illustrations in color, also head and tail pieces, by Edward Penfield showing costumes, etc. R. H. Russell, 33 Rose street, New York. 50 cents.

In the teaching of physiology and hygiene in the schools, the function and care of the teeth should not be overlooked. While it is not advisable to make the instruction technical, it seems desirable to have a book treating the subject somewhat more fully than it can be in general works on physiology. Such a book has been published by Victor C. Bell, A. B., D. D. S., widely known as a lecturer and professor, and as a practitioner who is unsurpassed in the mechanical art of dentistry. The book is brief, clear, pointed; the author wastes no words, but simply states what all intelligent people should know about cleanliness, filling the teeth, extraction of diseased teeth, artificial teeth, children's teeth, home remedies, etc. The book may profitably be used in school connection with general text-books on physiology. (Victor C. Bell, 117 Second avenue, New York. Cloth, \$1.25; paper, \$1.00.)

A little book, the use of which promises good results, is "First Lessons in Physical Science," by Elroy M. Avery, Ph.D., LL.D., and Charles P. Sinnott, S. B., science department, State normal school, Bridgewater, Mass. The purposes of the book are to create an interest in physical science, and to teach fundamental facts and principles that will aid him to solve the questions that arise. The experiments may be performed with very simple apparatus; they are illustrative of fundamental principles; they are both qualitative and quantitative, enough of the latter to give needed training; the lesson of each experiment, or series of experiments, is formulated; thought-provoking questions accompany the experiments, and at the end of each section additional questions are given. The experiments are to be performed by the pupils individually, and also by pupils before the class, and by the teacher before the class. The pupils are to take notes at each experiment, and each pupil is to take part in the preparation of apparatus. The thoroughly practical character of the work will

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has prepared "The ABC of the X-Rays." It is designed both for those who wish to add to their stock of general information and those who wish to make practical use of Prof. Roentgen's discovery. The explanations are made as full as possible, and as simple as is consistent, with statements of technical matters. The illustrations are by H. E. Fanshawe. (The American Technical Book Co., 45 Vesey street, New York.)

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Students of science know that text-books become obsolete in a few years, because of the great advances that are made in nearly all branches. This is not so true of geology as of some other branches, but it is to a large extent. We have before us a text-book, "An Introduction to Geology," by Prof. William B. Scott, of Princeton university, one of the leaders of the science in this country. This book had its origin in the attempt to write an introductory work, dealing principally with American geology, upon the lines of Sir Archibald Geikie's excellent little "Class-Book." In spite of vigorous efforts at compression, the book expanded to considerable size, but the matter is so important and has been presented so skilfully that we think few students will regret this. The field of the science is so great that the work may still be termed elementary, in spite of its 573 octavo pages.

One who wishes to specialize will find it of great advantage first to go over the field as presented here, and then take up his chosen branch. The illustrations are numerous, among them being many from photographs taken in Greenland, Alaska, and Hawaiian islands. (The Macmillan Co., New York. \$1.90.)

Prof. Arthur G. Robbins has prepared "An Elementary Treatise on Surveying and Navigation" that with the tables makes a volume of about sixty pages. This brief work is intended for those students who desire to supplement the study of trigonometry with a brief course on its applications to those subjects. No attempt has been made to treat the subjects fully, but special effort has been made to have the work correct and accurate as far as it goes. (Leach, Shewell & Sanborn. 50 cents.)

The action of the conference on uniform requirements for admission to college in February, 1896, at Columbia college, representing Harvard, Yale, Princeton, University of Pennsylvania, Columbia, and Cornell, and nearly all the large preparatory schools of the East, in dropping arithmetic from college entrance requirements and substituting a knowledge of the metric system, and the ability to solve numerical problems in plane geometry, call forth a little book entitled "Numerical Problems in Plane Geometry with Metric and Logarithmic Tables," by J. G. Estell, of the Hotchkiss school, Lakeville, Conn. These problems furnish a large amount of practice and discipline for students preparing for college; many of them presuppose some knowledge of algebra. There are copious extracts from examination papers of various leading colleges, and also other problems that have been assigned to college students. (Longmans, Green & Co., New York. 90 cents.)

In "Ellsworth's Illustrated Lessons and Lectures on Penmanship" the author has aimed, by beginning with the education of the senses, to have the learner discover and apply the principles of the art of representation. Rational pedagogic methods adapted to the physiology and psychology of the pupil are employed. The book demonstrates the amplitude of the subject from an educational standpoint, and the great value to the teachers of a full and clear statement and illustration of all the commonly received rules and principles of the art, accessible alike to learner and teacher without the intervention of the writing master. It contains nearly three hundred pages devoted to the rudiments with model lessons and lectures of information and instruction amply illustrated with artistic pen work, followed by many chapters on penmanship teaching, a syllabus and graded course of study amplified under each topic for instruction. The explanations are so extended that the inquiring teacher may understand the what, the when, the how, and the why of every step with ample models and

references to both vertical and slant styles as well as ancient alphabets, with their relative value and employment in modern use. The book also goes into the illustration and application of penmanship principles and proficiency in flourishing, lettering, engrossing, and pen drawing, and gives many facts about the art that are valuable and interesting. (The Ellsworth Co., New York. \$2.00.)

"Eutropi Historia Romana" has been added to the Students' Series of Latin Classics. It is edited with notes, vocabulary and theme exercises, by Victor S. Clark, superintendent of schools, Lake City, Minn. These selections from Eutropius are intended as an addition to the rather limited choice of Latin authors offered younger pupils in American schools. The selections cover such portions of the history of the republic as it is well to have the pupil familiar with by the time he reads Cæsar and Cicero. (Leach, Shewell & Sanborn, Boston.)

"Position and Action in Singing," by Edmund J. Myer, is a study by a practical man of some of the best means of learning to sing. It sets forth the foundation principles of singing, and gives instructions as to the development and application of them in the use of the voice. It is diametrically opposed to conscious or voluntary effort in forming, adjusting, or controlling the bodily parts during the act of singing.

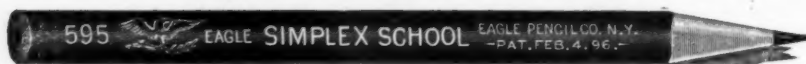
The book is the outgrowth of the reaction from the extreme local-effort systems. The trend of the best thought of the day is away from conscious, direct effort; that is, most teachers believe that the voice should be allowed to sing without compelling it to sing. When motor-power and control are balanced the singer feels what is known as "the third power," which is emotional energy vitalized. The book tells how to develop this third power. (Edgar S. Werner, 108 East 16th street, New York. Cloth, \$1.25.)

The subject of time is such a complex and difficult one that comparatively few people ever master it. Still, every intelligent person ought to be acquainted with it in all its bearings. The reason so many are not is probably due to the fact that it is hard to find any book treating of it in a simple, yet comprehensive way; hence, there ought to be a wide circulation of the excellent little pamphlet of H. T. Clauder, entitled "What Time is it?" It is intended as a manual of instruction in teaching and reckoning. It tells how to teach time, explains the tables and the calendar, also circular and angular measurements, and standard time. Many problems are given. (Wm. Beverley Harison, New York.)

"In many respects the most illuminating account of the state of affairs in Armenia that has been given to the public since the fearful massacres of the past two years, comes from the pens of Prof. and Mrs. J. Rendel Harris. These devoted and delightful people are well known in the United States, because for some years they lived in Baltimore, where Prof. Harris held a chair in the John Hopkins University. They have made an arduous journey through the afflicted parts of Armenia as the almoners of the relief fund raised by the English Society of Friends. From stage to stage in their progress through Armenia they wrote letters back to the English people who had sent them forth; and these letters, simple and unpretentious in form, but most valuable in substance, are now gathered into one volume. The immense value of the work of American missionaries and educators in Asia Minor is constantly noted by Professor and Mrs. Harris, and the splendid heroism of our American countrymen and women through the recent adversities of Armenia is glowingly set forth.—"Review of Reviews."

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The high quality of the mathematical series of Dr. Edward Brooks, superintendent of the Philadelphia schools, is attested by hundreds and thousands of teachers. This series includes elementary and advanced arithmetics, algebras, geometries, and trigonometries, so graded as to carry the pupil from the common school to the university. These arithmetics are issued by Christopher Sower Co., Philadelphia. Among their other books

are Westlake's "Common School Literature" (a new revision is in preparation); "Word-Builders," for teaching spelling by careful grading, comparison, consecutive and logical arrangement, etc.; Magill's Modern French Series, for obtaining a reading knowledge of French, and Walsh's Grammars.

Parents and teachers, do you want the children to waste their time and deprave their minds by reading trashy books and the sensational daily newspapers? If not, give them something that is just as attractive and of a higher quality. The best writers can make natural science, history, biography, literature, and art almost as interesting as a fairy tale. Appleton's Home Reading Books (D. Appleton & Co.) are just the books for the home or the school library.

We all know what Shakespeare says about the man "that hath no music in his soul," but often it is not the poor fellow's fault—it is the fault of his education. If our schools do their duty music will do a great part in elevating the future generation—in making them better citizens. The John Church Co., Cincinnati, New York, and Chicago, have long been leaders in the publication of school music books. Teachers should examine their list, and see what will best suit their particular needs.

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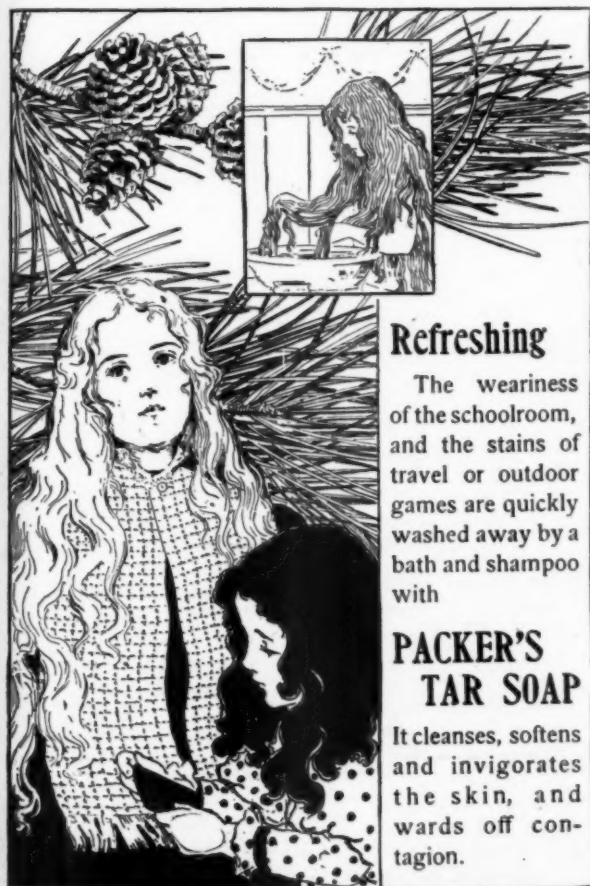
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bles a firm to judge of the needs of the public in their line; indeed, they must do this or go to the wall. E. H. Butler & Co. are publishers who have adapted their books thoroughly to the needs of the schools, pedagogically and practically. Their arithmetics, geographies, physiologies, readers, spellers, copy-books, and other text-books meet the approval of the highest authorities.

Solomon said there was nothing new under the sun, but if he had lived in our age he never would have made such a rash assertion, for the fertility of Yankee inventiveness would have astonished the wise old king. By the way, have you seen one of the most ingenious novelties of the day, the Eagle School Simplex pencil? You do not need any knife or other instrument to sharpen it, but by simply removing the wood with the finger nail you obtain the point as long as desired.

Teachers have become enthusiastic in praise of the Duntonian Vertical Writing System of Thompson, Brown & Co., because it leads to the acquirement of an absolutely vertical and symmetrical handwriting. The new Literature Series of Readers, by Supt. Louis P. Nash, of Gardner, Mass., is planned to lead toward a knowledge of literature along lines indicated by prominent educators.

Many new school and college books are issued by Longmans, Green & Co. Among these are "Problems in Geometry," designed to meet the new admission requirements of Yale; "Differential Equations," Longmans' English Classics," a series designed to meet the uniform entrance requirements in English, now adopted by the principal American colleges and universities; "A History of Rome;" "Briefs for Debate on Current Political, Economic, and Social Topics;" "Graphical Calculus,"

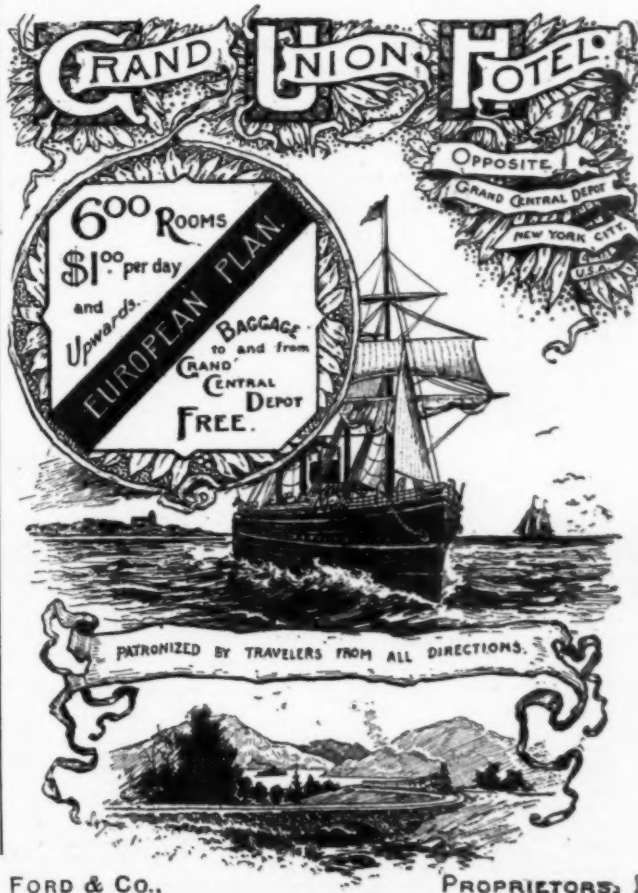


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Chicago, Boston, Philadelphia, Portland, Ore.
A. & S., Armstrong & Son, New York
A. S. B. & Co., A. S. Barnes & Co., New York
Appleton, D. Appleton & Co., New York & Chicago
W. L. B. & Co., W. L. Bell & Co., Kansas City, Mo.
D. C. H. & Co., D. C. Heath & Co., Boston, N. Y., Chi.
E. W., Edgar S. Werner, New York
E. H. & Co., E. H. Butler & Co., Philadelphia
W. B. C., W. B. Clive, New York
W. & B., Eldridge & Bro., Philadelphia
Flanagan, A. Flanagan, Chicago
F. & W. C., Funk & Wagnalls Co., New York
F. V. I., Frank V. Irish, Columbus, Ohio
Ginn, Ginn & Company, Boston, N. Y. & Chicago
H. M. & Co., Houghton, Mifflin & Co., Boston, New York & Chicago
H. & N., Hinds & Noble, New York
Harper, Harper & Bros., New York
H. H. & Co., Henry Holt & Co., New York
W. R. J., W. R. Jenkins, New York
L. S. & S., Leach, Shewell & Sanborn, Boston and New York
L. & S., Lee & Shepard School Book Co., Boston
J. B. L. Co., J. B. Lippincott Co., Philadelphia
L. G. & Co., Longmans, Green & Co., New York and London
Lowell, A. Lowell & Co., New York
Macmillan, Macmillan Co., New York and Chicago
R. L. M., R. L. Myers & Co., Harrisburg, Pa.
Morse Co., The Morse Co., New York
M. & C., Milton Bradley & Co., Springfield, Mass.
M. M. & Co., Maynard, Merrill & Co., New York
D. McK., David McKay, Philadelphia
Pitman, Isaac Pitman & Sons, New York
P. & P., Potter & Putnam, New York
P. T. B. Co., Practical Text-Book Co., Cleveland, O.
Prang, Prang Educational Co., Boston, New York and Chicago
C. S. Co., Christopher Sower Co., Philadelphia
S. F. & Co., Scott, Foresman & Co., Chicago
Scribner, Chas. Scribner's Sons, New York
Sheldon, Sheldon & Co., New York
S. B. & Co., Silver, Burdett & Co., Boston, New York, Chicago, and Philadelphia
T. B. & Co., Thompson, Brown & Co., Boston
U. P. Co., University Publishing Co., New York, Boston, and New Orleans
Werner, Werner School Book Co., Chicago, New York, and Boston
W. P. House, Western Publishing House, Chicago
W. & R., Williams & Rogers, Rochester, N. Y.
Wiley, Jno. Wiley's Sons, New York

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Publishers' Notes.

Teachers who are looking for high school and college text-books will find every department represented in the list of D. C. Heath & Co., Boston. As for books for the lower grades of schools, they have somewhat the very best. Prominent among these is "The Rational System of Vertical Writing," "The Heart of Oak Books," a series of supplementary readers of extraordinary merit compiled by Prof. Charles Eliot Norton, Wright's "Nature Readers," Dole's "American Citizen," "The Walsh Arithmetics," Thompson's "System of Drawing," etc. The firm will issue many new books before October. Send for the bulletin.

After the principles of a subject are understood it is practice in applying them that fixes them in the mind. Hence the high value of such supplementary helps as are issued by Scrantom Wetmore Co., Rochester, N. Y. These include Townsend's "2500 Questions in Geography," "Series of Arithmetical Examples and Problems," and Exercises in Grammatical Analysis, Synthesis and Syntax"; Allen's "Topical Studies in American History," Gilmore's "School Speakers" (primary, intermediate, and academic), etc. "The Teachers' Practical Pocket Record," adapted for all grades of schools, is a great time saver; "The Duplex Pencil Compass" is a cheap and handy article for classes in drawing.

Persons who have charge of the selection of books for schools and school libraries should not do so without having before them the list of T. Y. Crowell & Co. We cannot mention all. Prominent among them, however, are the New Astor Library of Standard Literature, specially adapted for school libraries and supplementary reading; Crowell's Poets, Astor and Students' editions; Crowell's Standard Library, of the best works in fiction, history, biography, and poetry; Handy Volume Classics in Prose and Poetry; The Little Arthur's Histories (England, France, Rome); Children's Favorite Classics; The Faience Library, literary gems carefully edited and printed; Mrs. Sarah K. Bolton's Famous Books, etc. The above is a list that ought to furnish the most fastidious with satisfactory reading.

To teach young pupils the principles of physical science through observation is the object of "First Lessons in Physical Science," by Dr. Avery and Prof. Sinnott, of the Bridgewater normal school. Another book on a similar plan for pupils somewhat more advanced is "Elementary Physics," by Dr. Avery, and a still higher one by him is "School Physics." These high class science books are issued by Sheldon & Co., who also issue Scudder's "History of the United States," "Outlines of Literature," and other books. Have you seen Sheldon's "New Systems of Vertical and Slant Writing," embracing the methods of teaching, leading to speed and correct form as used by experts in our business colleges?

If the child does not grow enthusiastic over his studies it will not be the fault of the publishers, for many of the books furnished the schools are well-nigh perfect so far as matter, typographical appearance, and illustrations are concerned. In this class may be placed "Nature's Byways," issued by the Morse Co., New York, also Thompson's "Fairy Tale and Fable." Indeed a conscientious attempt to meet present conditions and needs has made the publi-

cations of this firm eminently helpful and practical. Among them may be mentioned Alma Holman Burton's "Historical Reader," Dr. Charles W. Dean's "Phonetic Reader," Dr. Smith's "Standard School Physiology, Hygiene, and Anatomy," "New Century Development Maps," "Easy Experiments in Physics," "New Century Copy Books," "Standard School Algebra," and the "Morse Speller."

The Riverside Literature Series has grown to be a synonym for the best of literature, thanks to the careful selection and able editing of the books it contains. If one wanted to become acquainted with the best writings he could scarcely do better than to read these one hundred books through seriatim. Besides there is the Riverside School Library, fifty volumes of substantially bound books; the Modern Classics, thirty-four volumes; and the Students' Series of Standard Poetry. If one likes biography there is the American Statesmen Series, the American Commonwealth Series, and the American Men of Letters Series. The most noted men of letters of the day have contributed to these series, which should not be neglected when making up the school library. Indeed Houghton, Mifflin & Co., the publishers, had most of them prepared with special reference to the needs of the schools.

No kindergartner can afford to be without the "Paradise of Childhood: Quarter Century Edition," which is published in handsome shape by Milton Bradley Co., Springfield, Mass. It contains the comprehensive life of Froebel, by Henry W. Blake; also editorial notes on the gifts and occupations, by Milton Bradley. In this new edition of this kindergarten classic much new matter is so attractively presented that the book is made much more valuable than ever before. While writing for the book ask for the catalogue of kindergarten material and school aids.

The question of proper and lucrative employment for the blind is one of interest to many of us and in this connection we note that the New York Institution has recently purchased an outfit of tools and accessories, preparatory to instruction in piano tuning. Naturally those having in charge the instruction and education of the blind are best able to judge of their abilities and possibilities, yet even to a casual observer, piano tuning seems to possess for them more than ordinary advantages as a means of livelihood. It is a clean, wholesome business, not confined to either sex; is carried on principally in the homes, where most tolerance and sympathy are naturally found; and the principal requirement for skill in the art lies in a quick distinction of the different sounds, an ability usually given the blind. Brought above the novice and studied as an art, it can be made a pleasant and lucrative business, and in fact there is a demand for those thoroughly educated to properly re-tone and re-adjust these delicate instruments. The Georgia, West Virginia, Kentucky, and Michigan Institutions already have similar successful departments, and we see no reason why it should not be adopted as an optional course in all such institutions throughout the country. The tools above mentioned may be obtained of Hammacher, Schlemmer & Co., 200 Bowery, N. Y., also wood carving, clay modeling, and other tools.

In order to keep the mind bright and active it is necessary to give it proper food. We would call the attention of those who sincerely desire to improve

to the high class historical and literary works of G. P. Putnam's Sons, New York. Among these books are Prof. Willis Boughton's "History of Ancient Peoples," Prof. Moses Coit Tyler's "History of American Literature During the Colonial Time" and "The Literary History of the American Revolution," Prof. Chas. F. Richardson's "American Literature, 1607-1885," Henry Hardwicke's "History of Oratory and Orators," and Prof. Chas. M. Andrews' "Historical Development of Modern Europe." Then there are the unrivaled series of books, Heroes of the Nations, and the Story of the Nations, that are too well known to need further comment. Another set of books is "American Orations" in four series (a series in each volume). These give orations by topics, as constitutional government, democracy, slavery, secession, etc. By reading the speeches (as here given) of those representing different shades of sentiment, one can become better acquainted with the ideas that have moulded our institutions than in any other way.

It is hardly necessary to say anything further in praise of "Chambers' Encyclopedia," the 1897 edition of which has been issued by J. B. Lippincott Co., Philadelphia. It consists of ten large octavo volumes, containing over 30,000 articles, about one hundred double-page colored maps and charts, two hundred and fifty full-page engravings, and 3,500 other illustrations. This magnificent work may be secured by a cash payment of one dollar. It will pay to write to the firm for complete information as to terms. The Lippincotts have also several works of Charles Morris, the well-known historical writer. One of these is "A Topical History of the United States" for advanced grades. Then there is his delightful series of historical tales for supplementary reading, including America, England, France, Germany, Greece, and Rome. Paul Bert's books present elementary science in a delightful way.

The many good points in the books of the Practical Text-Book Co., Cleveland, Ohio, on arithmetic, spelling, English, letter-writing, book-keeping, shorthand, type-writing, commercial law have met the approval of teachers in public and private schools. They also issue a fine pocket dictionary. The illustrated catalogue, which will be sent free, describes them fully.

It is said that childhood is the time to learn foreign languages, because of the strong memory and power of observation of children, and the flexibility at that period of life of the vocal organs. This fact is being taken advantage of extensively, if we can judge by the long list of French and German books for children, issued by William R. Jenkins, New York. These include Paul Bercy's "First Steps in French" and a first and second children's book, a conversation book, by Charles Du Croquet, French songs for American children, and a "Table Game" to familiarize children with the names of everything that is placed on a dining-room table; also two books for little beginners in the study of German.

The books on shorthand, bookkeeping, commercial law, arithmetic, penmanship, civil government, political economy, correspondence, grammar, and spelling of Williams & Rogers, Rochester, N. Y., and Chicago, Ill., were written with a view to producing the best results with the least amount of labor on the part of the teacher. How this is done is explained in the specimen pages and the catalogue. These books are used in hundreds of schools and give satisfaction.



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Hough, Romeyn B., Lowell, N. Y.

Maps (Relief and Wall), Globes, etc.

Hammett Co., J. L., Boston
Central Sch. Supply House, Chicago.
Olmsted, W. C., " "
Rand, McNally & Co., " "
U. S. School Furniture Co., " "
Western Pub. House, " "
Bell, W. L. & Co., Kansas City
Olcott, J. M., N. Y. City
Harlow W. Bev., " "
Holbrook, W. H., Windsor Locks, Ct.
Cheney Globe Co., Mystic Bridge,
Schedler, H., New York
Howell, E. E., Washington, D. C.

Pens, Pencils, and Ink.

Am. Lead Pencil Co., New York
Faber, A. W., " "
Barnes & Co., A. S., " "
Eagle Pencil Co., " "
Faber, Eberhard, " "
Spencerian Pen Co., " "
Electric Pen Co., " "
Gillott, Jos. & Sons, " "
Esterbrook Pen Co., " "
Dixon Pencil Co., Jersey City, N. J.
Miller Bros. & Co., Meriden, Ct.
Diamond Ink Co., Milwaukee, Wis.
Higgins C. H. & Co., Brooklyn, N. Y.
Lippincott Co., J. B., Phila.

Pencil Sharpeners

Goodell & Co., Antrim, N. H.
Hammett Co., J. L., Boston
Central Sch. Supply House, Chicago
Dick & Co., A. B., " "
U. S. School Furniture Co., " "
Walker Mfg Co., " "
Andrews Sch. Fur'g Co., N. Y. C.
Gould & Cook, Leominster, Mass.
Lippincott Co., J. B., Phila.

Photos for Schools.

Soule Photo Co., Boston
Dunton, C. H. & Co., " "
Wm. H. Pierce Co., New York
Hegger, Frank, " "
Franz Hanfstaeigl, " "
Berlin Photo Co., " "
Ad. Braun & Co., " "

Program Clocks.

Fred. Frick, Waynesboro, Pa.
Blodgett Bros, Boston, Mass.
Prentiss Clock Co., N. Y. City

School Records, Blanks, and Stationery.

Babb, Ed. E., Boston
Hammett Co., J. L., " "
Central Sch. Supply House, " "
U. S. School Furniture Co., " "
Lippincott Co., J. B., Phila.
Smith & White Mfg Co., Holyoke, Mass.
Acme Sta. Paper Co., N. Y. C.
American News Co., " "
Olcott, J. M., " "
Blair Co., J. C., Huntington, Pa.

School Bells

Blake Bell Foundry, Boston
Hammett Co., J. L., " "
McShane Bell Found., Baltimore, Md.
Central Sch. Supply House, Chicago.
U. S. School Furniture Co., " "
Buckeye Bell Foundry, Cin., O.
Cincinnati, " "
Am. Bell Foundry, Northville, Mich.
Meneely Bell Co., Troy, N. Y.
Meneely & Co., West Troy, N. Y.
Runsey & Co., Seneca Falls, N. Y.
Stuckstede & Bros., St. Louis, Mo.

Second Hand School Books.

Babb, Ed. E., Boston
Allen, D. A., Chicago
Barnes, C. M. Co., " "
Harrison, W. Bev., N. Y. C.
Hinds & Noble, " "
Keyser, W. H. & Co., Philadelphia

Teachers' Agencies

Albany Teachers' Agency, Albany
Penn. Ed. Bureau, Allentown, Pa.
Bridge Teachers' Agency, Boston
Beacon, " "
Co-operative, " "
Eastern, " "
Winship Teachers' Agency, " "
Albert & Clark Agency, Chicago
Co-operative Teachers' Agency, " "
National Teachers' Agency, " "
The Thurston Teachers Agency, Chicago
Interstate Teachers' Agency, " "
Colo. Teachers' Agency, Denver
National Ed. Bureau, Harrisburg, Pa.

Pianos

Steinway & Co., N. Y. City
Sohmer Co., " "
Fischer & Co., " "
Chickering & Co., " "
John Church Co., Cincinnati
Lyon & Healy, Chicago
Crown Piano Co., " "
Vose Piano Co., " "
Emerson Piano Co., Boston

A combination of the lexicographic work of Noah Webster and his successors, and the celebrated Grimm Brothers is hard to beat. This, the latest achievement in lexicography, is the Grimm-Webster "German-English and English-German Dictionary," which uses the new system of German orthography, and contains all words and phrases of current every-day use—30,000 words, defined in both languages. It also has a collection of conversation and correspondence forms, tables of weights and measures, irregular verbs, and many additional features of inestimable value to teachers, students, and pupils. It has many attractive illustrations, and is sold for the wonderfully low prices of twenty-five cents (limp, not indexed); fifty cents (stiff silk cloth, indexed), and one dollar (morocco, full gilt, indexed, with flags of nations in colors). It is issued by Laird & Lee, of Chicago, who also issue the world-renowned book, "The Heart of a Boy—Cuore." Their translation contains twenty-six splendid text illustrations.

Prin. Graves, of Hartford, Conn., says that "the results of our first year's trial of the 'Intermedial System of Penmanship' have been extremely satisfactory." The system has been adopted in the schools of New York city, Brooklyn, N. Y., Hartford, Conn., New Haven, Conn., and other cities. A series of writing charts and a teachers' manual are in preparation. Send for specimen pages to the H. P. Smith Publishing Co., 11 East 16th street, N. Y.

The names of such text-book authors as Maury, Davis, Holmes, Hale, Haaren, Venable, Sanford, Browne, Haldeman, and Gildersleeve are known in school-rooms all over the length and breadth of the land. They have helped in the making of the University Series of School and College Text-Books, issued by the University Publishing Co., New York. Teachers who write to the firm concerning these books should also inquire in regard to the Standard Literature Series, consisting of entire works or historical novels in condensed narrative. The Golden-Rod Books consist of "Rhymes

and Fables," "Songs and Stories," "Fairy Life," and "Ballads and Tales."

Crème de la crème is an expression which the French use when they wish to denote that a thing is among the best of its class. It might be applied to the selected list of books offered by Harper & Brothers, New York. The authors are among the foremost workers in their respective lines, and the books with which their names are connected take their places at the head of the literature of the various subjects. The books are as follows: Ames' "Theory of Physics," Phillips and Fisher's "Elements of Geometry," "Elements of Geometry Abridged," "Plane Geometry," and "Logarithms of Numbers," Brownson's "Smith's Smaller History of Greece," Bowne's "Theory of Thought and Knowledge," Aiken's "Methods of Mind-Training," Aber's "An Experiment in Education," and Rolfe's "Shakespeare, the Boy." Correspondence regarding these books is cordially invited.

"The Catalogue and Announcements of Ginn & Co., for 1897" (high school and college edition) is a neat book of 204 pages in which hundreds of volumes are described. Among them are books on higher English, Old and Middle English, Latin, Greek, mathematics, natural science, history, modern languages, philosophy, political science, Oriental languages, and music, besides geogra-

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Formerly the school's demands for stationery were limited to some blank paper, a few bottles of ink, and some goose quills. But we have advanced beyond that; inventive genius has been busy devising useful articles for the school-room, among the most useful of which are the pads and tablets and the Quincy practice paper of the Acme Stationery and Paper Co., of Brooklyn, N. Y. They make numerous styles of composition and note-books, spelling blanks, vertical practice paper, short-hand note books, etc., all of which are fully described in their new catalogue. Send for it before making up the fall order.

During the past year the American Book Company have added many valuable books to their large list. The dull times in many branches of business seem not to have affected them to any appreciable extent. One of the most important of these is "Bible Readings for the Schools," edited by Nathan C. Schaeffer. Several volumes of the excellent Eclectic School Readings have been issued, among them volumes by H. A. Guerber on the Greeks, Romans, and Hebrews. Four volumes have been added to the Eclectic English Classics, bringing the number up to thirty-five. Carpenter's "Geographical Reader" is one of the most fascinating books recently issued in that line. The state history series (New Jersey, Georgia, and Missouri are already published) will be very useful to use in connection with the general U. S. history. We haven't space to mention all the books on writing, history, geography, drawing, Latin, German, firm. Those who desire detailed information should write for catalogues and specimen pages.

Who ever heard of a catalogue of tools, supplies, and machinery being used as a text-book? Read what Wm. S. Aldrich, director of the university of West Virginia, writes to the Chas. S. Strelinger Co., Detroit, Mich: "We used your 'Book of Tools' as a standard reference book for our students in the study of the machinery and work-shop appliances of modern machine shops." "Wood Worker's Tools" is the title of their new catalogue of tools, supplies, and machinery for wood-workers. Either catalogue will be sent postpaid to any address on receipt of twenty-five cents.

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